

DOCUMENT RESUME

ED 143 656

95

SP 011 471

TITLE The Texas Teacher Center Project: A Status Report.
INSTITUTION Virginia Univ., Charlottesville. Evaluation Research Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 26 Mar 73
NOTE 127p.; Some parts may be marginally legible due to print quality of the original

EDRS PRICE MF-\$0.83 HC-\$7.35 Plus Postage.
DESCRIPTORS Educational Legislation; Formative Evaluation; Inservice Teacher Education; Interinstitutional Cooperation; *Performance Based Teacher Education; *Program Descriptions; *Program Development; *Program Evaluation; Program Planning; *Teacher Centers; Teacher Education

IDENTIFIERS *Texas

ABSTRACT

The first section of this report recapitulates the Texas Teacher Center Project in history. The broad goal of the project is to improve teacher education throughout the state of Texas but, for the purposes of this report, this long-range and generalized goal is categorized into four concrete objectives: (1) changing preservice education programs; (2) upgrading continuing education of practicing teachers; (3) developing systematic cooperation among educational institutions; and (4) providing a communications and a product installation network for continuation of the improvement process. A preliminary analysis of key components of the Texas Teacher Center Project is presented, and the degree to which the components of the project contributed to identified goals is assessed. Detailed program descriptions from five institutions representing major components of the project are included: the University of Houston, Texas Christian University, West Texas State University, the University of Texas, and Dallas Teacher Training Complex. A summary of findings and tentative conclusions complete the report. (JD)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

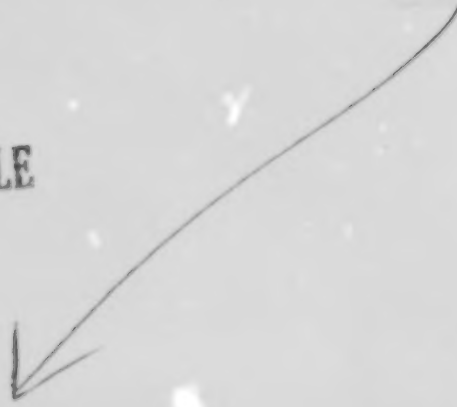
ED143656

Offhand

PB0689

pl
PBR

BEST COPY AVAILABLE



THE TEXAS TEACHER CENTER PROJECT:

A STATUS REPORT

Performance-Based Teacher
Education Project
AACTE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

March 26, 1973

Evaluation Research Center
Curry Memorial School of Education
The University of Virginia
Charlottesville, Virginia

SP 011 471
164 110 DS

TABLE OF CONTENTS

SECTION	PAGE
Acknowledgements	1
Purpose of Report	4
Chapter I. Historical Genesis of the Texas Teacher Center Project: From the National Defense Education Act to the Texas Center for Improvement of Educational Systems	10
Goals of the Project	15
Discretionary Functions Leading to Improve Educational Systems	17
NDEA - NSF	17
Ford Foundation	17
ESEA and Project PESO	18
TTT	20
Texas Educational Renewal Center	21
Mandated Improvement Function in Texas	23
In-Service Training	23
Pre-service Student Teacher Centers	23
The Texas Center for the Improvement of Educational Systems	27
Chapter II. Components of the Texas Teacher Center Project	29
Management	34
National Linkages	36
Teacher Center Development	39
Information Services	52

TABLE OF CONTENTS

SECTION	PAGE
Proven Produce Installation	54
Performance Based Teacher Education	62
University of Houston Component	65
Texas Christian University Component	70
West Texas State University Component	77
University of Texas, El Paso Component	83
Dallas Teacher Training Complex Component	87
Chapter III. Three Significant Project Outcomes	93
Change Agents	96
Houston Needs Assessment System	99
Chapter IV. Summary of Findings and Tentative Conclusions	107

ACKNOWLEDGEMENTS

If this report creates any kind of new understanding of the emerging statewide model for improving teacher education in Texas, it is only because considerable patience and help has been provided by many of the key individuals who have borne the key responsibility for this effort over part or all of the last twenty years.

Emmitt Smith provided a wealth of information on the early developments reported, and he also was able to explain the conceptual development in later years in detail. His associations with the movement are prominent in that he was director of the Ford Foundation project in 1961, was director of project PESO in 1965 which became a prototype Service Center Region in 1968. In 1968, Dr. Smith became statewide coordinator of educational personnel development as a special assistant to the Commissioner of Education, J. W. Edgar. Since that time, Dr. Smith has both continued his duties as Vice President for Research and Development at West Texas State University and as the statewide coordinator of education personnel development.

Charles Kyle Killough has had a continuous association with this movement as a high school principal, regional education professions development coordinator in Houston, as director of the Dallas Teacher Training Complex, and now as Executive Director of Texas Educational Renewal Center which is currently changing its organizational name to the Texas Center for the Improvement of Educational Systems. Dr. Killough has devoted huge blocks of his valuable management time in

assisting the author both in data collection and in explaining the project's operation. Needless to say, this report would have been impossible without his valuable assistance.

Lee Ellwood is project manager for project TERC, and her assistance has been generously given in explaining many of the intricate complexities of managing the proven product installation at a large number of sites.

Rowert Howasm, Dean of the College of Education at the University of Houston, and Robert Houston, who is professor of education, have devoted entire days of their time to site review coordination. Dr. Herbert LaGrone, Dean of the College of Education at Texas Christian University, was extremely helpful as were members of his staff in chronicling their efforts and in providing many primary documents used as references in this report. Dean Cyrus Mayshark and his assistant dean, Dr. Joe Lars Klingstedt, of the College of Education at the University of Texas at El Paso contributed heavily of their time and goodwill in the site visits to their campus. Dr. Lorrin Kennamer, Dean of the College of Education at the University of Texas at Austin, has also provided helpful insights in speeches and personal conversations.

Dr. Nolan Estes, Superintendent of Schools in Dallas, literally opened the doors to the research staff in collecting data and in explaining the efforts of the Dallas School System in support of the Dallas Teacher Training Complex. Mrs. Nancy Judy, member of the Dallas Board of Education, personally accompanied the site review team during one of

the interview sessions, and the entire Dallas Board of Education extended an invitation to the research team to explain its mission at an open meeting of the board.

Dr. James Kidd, who is currently Dean of the College of Education at West Texas State University, also made his time available for personal interview while traveling to another meeting. Literally hundreds of other professionals throughout the State of Texas, including all of the original eleven change agents, as well as principals, teachers, and student teachers, have given of their time in contributing to the information contained in this document.

Malcolm Provus, Director, and other members of the University of Virginia Evaluation Research Center staff have contributed assistance and direction in development of the overall report format. Gary Blanchard of the University of Pennsylvania College of Dental Medicine, aided in development of the program design, and Patricia Gray, of the University of Texas, helped write some of the passages on the TTT pilot centers.

It is evident that the substantial logistic and secretarial support for this study grew out of devotion in many instances far beyond the call of duty. Special tribute is due to Linda Carnline, Sandra Hons, and Martha Asbill who made the task a pleasure.

In the final analysis, the author recognizes the contributions of others, but must assume full responsibility for any errors or misconceptions presented.

John B. Faper
Associate Professor
University of Virginia

PURPOSE OF REPORT

This report is intended as a photograph of the current status of the Texas Teacher Center Project. Considerable detail has been summarized in order to provide a historical overview of the project's development to date. It is, moreover, hoped that the information in this report will help the project decision makers achieve their goals more efficiently. To provide useful information to decision makers is the stated aim of most educational evaluators. This report makes a special attempt to present information for decisions. Hopefully, the organization and analysis of existing data takes into account the complex decision environment in which the project operates. To that end every effort has been made to screen out extraneous details which might in their own right be useful to know but when included might tend to detract from what appear to be necessary short term and long term decisions about the project's development, structure, and thrust. It will become clear to the reader that this complex project has been conceptually simplified where possible in order to draw attention to what seem to be key events and key decision situations.

At least ten other reports could be written about the accomplishments, developments and processes of each one of the major project components. It would also be appropriate to explicate in detail the intricate interactions between and within components. In the interest of creating an understanding of the project from its statewide educational perspective, much intersystem and intrasystem detail of the project has been omitted.

Evaluation Model.

Evaluation of the Texas Teacher Center Project has been contractually assigned to the Evaluation Research Center of the University of Virginia.

Three distinct categories of evaluation characterize the functions of the Virginia Evaluation Research Center's relationship to the Texas Teacher Center Project. Nationally the Evaluation Research Center has been contracted to conduct an evaluation of the Teacher Center Program using pilot sites in Texas, Rhode Island, Washington, D.C., and the San Francisco Bay Area as units of analysis. Within Texas, the Evaluation Research Center has a further contractual commitment to provide the mechanism for establishing an internal evaluation process. In addition, the Evaluation Research Center provides an evaluation audit role with respect to each of the evaluation efforts. National evaluation, internal evaluation and external audit are all evaluation responsibilities undertaken by the University of Virginia Evaluation Research Center.

The following statements explain the evaluation model used as a conceptual framework for the evaluation.

The Discrepancy Evaluation Model is the primary evaluation perspective used to guide local evaluation in the Texas Teacher Center Project. Table 1 contains a brief description of the discrepancy evaluation model and the level of program necessary for employment of various evaluation strategies within the model. (see model, page 6)

DISCREPANCY EVALUATION MODEL *

STAGE OF EVALUATION	CLASS OF COMPARISON	STANDARD	DISCREPANCY REPORT	DECISION REQUIRED
1. Design	Program design is assessed according to the criteria of <u>structural</u> and <u>theoretical</u> soundness	1. Design criteria 2. Consultant's expert opinion	1. Criteria-reality 2. Opinion-reality	1. Revise design 2. Revise criteria or expert opinion 3. On consensus move to next stage
2. Installation	Program operation compared to input and process sections of program	1. Program design section on input and process	1. Input design-reality 2. Process design-reality	1. Revise design 2. Posit new options 3. On congruence move to next stage
3. Process	Process and interim products relationship examined	1. Hypothesized relationship specified in program design, and the reality is the degree to which interim products have been achieved	1. Degree to which interim products have been achieved. 2. Process design-reality	1. Revise design and schedule 2. Revise process products 3. On congruence move to next stage
4. Product	Degree to which terminal products have been achieved with specification of these products in the program design	1. Product specification in program design	1. Product specified-reality	1. Revise program 2. Revise product specification 3. Move on next stage
5. Cost	Cost of program compared to other programs having the same goal	1. Cost of other program having a similar goal	1. Cost of other program 2. Cost of this program	1. Revise program 2. Drop program 3. Recycle program

* Source: Malcolm Provus, Discrepancy Evaluation for Program Improvement and Assessment, Berkeley, California (McCutchen Publishing Corporation, 1970).

Phase 1: Design.

Phase 1 of the discrepancy evaluation model requires that the program design undergo a review to determine the structural and theoretical soundness. Standards for the review include establishing design criteria and use of consultants' expert opinion. A comparison is then made between the design and the standards to derive a discrepancy report which then permits the program director to either (1) revise his design if necessary, and (2) revise inappropriate standards, or (3) to move to the second phase of development called the Installation Phase.

Phase 2: Installation.

After the program design evaluation is completed, a program installation evaluation is conducted which should occur simultaneously with the installation phase of the program. Then the program operations are compared with the program design to determine discrepancies of an input and a process nature. The discrepancy report yields information in this phase which permits the manager (1) to redesign his program, (2) to posit new options, or (3) to move to the process implementation phase of his project.

Phase 3: Process.

In the process evaluation phase of program evaluation, the evaluator compares the process and interim products. A hypothesized relationship between the process and interim product attainment is the standard upon which the comparison is made. Reports of discrepancies at this stage yield data which permit the decision makers to (1) revise the processes,

(2) revise hypothesized standard, (3) move to the next phase of analysis.

Phase 4: Product.

Product evaluation permits one to determine the degree to which terminal products have been made in comparison with the specifications of standards. The discrepancies reported permit the developer (1) to revise his program, (2) revise the design, or (3) to continue operations in cost effective models.

Phase 5: Cost.

The final stage of evaluation study in the discrepancy evaluation model is the cost phase in which cost of program is compared to costs of other programs having the same goal. The discrepancies noted lead to decisions requiring (1) program revision, (2) elimination of the program, or (3) recycling of the program.

Each phase of this evaluation model implies that the former has been completed prior to moving to the next stage of evaluation. It also implies that evaluation and program development occur simultaneously.

It will become evident as this report continues that a close tie between program development and evaluation according to the discrepancy model are not always linear, and perfect synchronization is an ideal rather than a realistic model.

Chapter I of the enclosed report is a recapitulation of the Texas Teacher Center Project in history. Analysis of the schematic drawing presented in Chart 1 makes it evident that a host of diverse inputs have been molded into the project at various times. Although there have been

a series of evaluation reports filed and evaluation services provided by Evaluation Research Center staff as reported in the Funding Proposal for 1972-73, phase 1 program design evaluation has not been satisfactorily completed to date. Therefore, the construction of this report is specifically designed so that a phase 1 design can be completed in the coming three months.

In addition to the foundation work for the discrepancy evaluation model phase 1, this report will also include a preliminary analysis of key components of the Texas Teacher Center Project where there are available data, and an effort will be made to assess the degree to which the component contributes to identified goals and also to determine the extent to which intermediate goals are being achieved within the components. This report will also make a series of recommendations based on an organizational analysis of the component progress to date.

Chapter I

HISTORICAL GENESIS OF THE
TEXAS TEACHER CENTER PROJECT:

From the National Defense Education Act (NDEA) to the
Texas Center for Improvement of Educational Systems (TCIES)

Studies of NDEA summer workshops and subject oriented institutes show repeatedly that it is possible to improve teachers' knowledge of subject matter within a content field. But those same studies generally reveal that NDEA content oriented teacher education programs did little to improve teachers' use of media, nor did their employment of experimental teaching strategies improve significantly in the NDEA sponsored programs. As a result, a number of educators throughout the country became interested in developing teacher education programs which not only provided quality content materials, but also equally important organizational and procedural training for teachers.

One could select any number of instances to illustrate such attempts. However, one single project had far reaching seminal effects on the current organizational emphasis on the improvement of teaching in Texas. This project called the Texas Student Teacher Project, supported largely out of funds from a Ford Foundation grant in 1961 became an action stimulant to developmental efforts throughout the state over the past twelve years.

Starting with the notion that improvements in teacher education could be made through broad scale professional involvement of professional educators, student teachers and citizens, the Student Teacher Project organized a series of meetings to discuss needed changes. Those meetings were widely dispersed throughout Texas, and from them came a clear indication that large scale changes would require new kinds of institutional cooperation, revised teacher standards and additional legislative as well

as financial support at the state level.

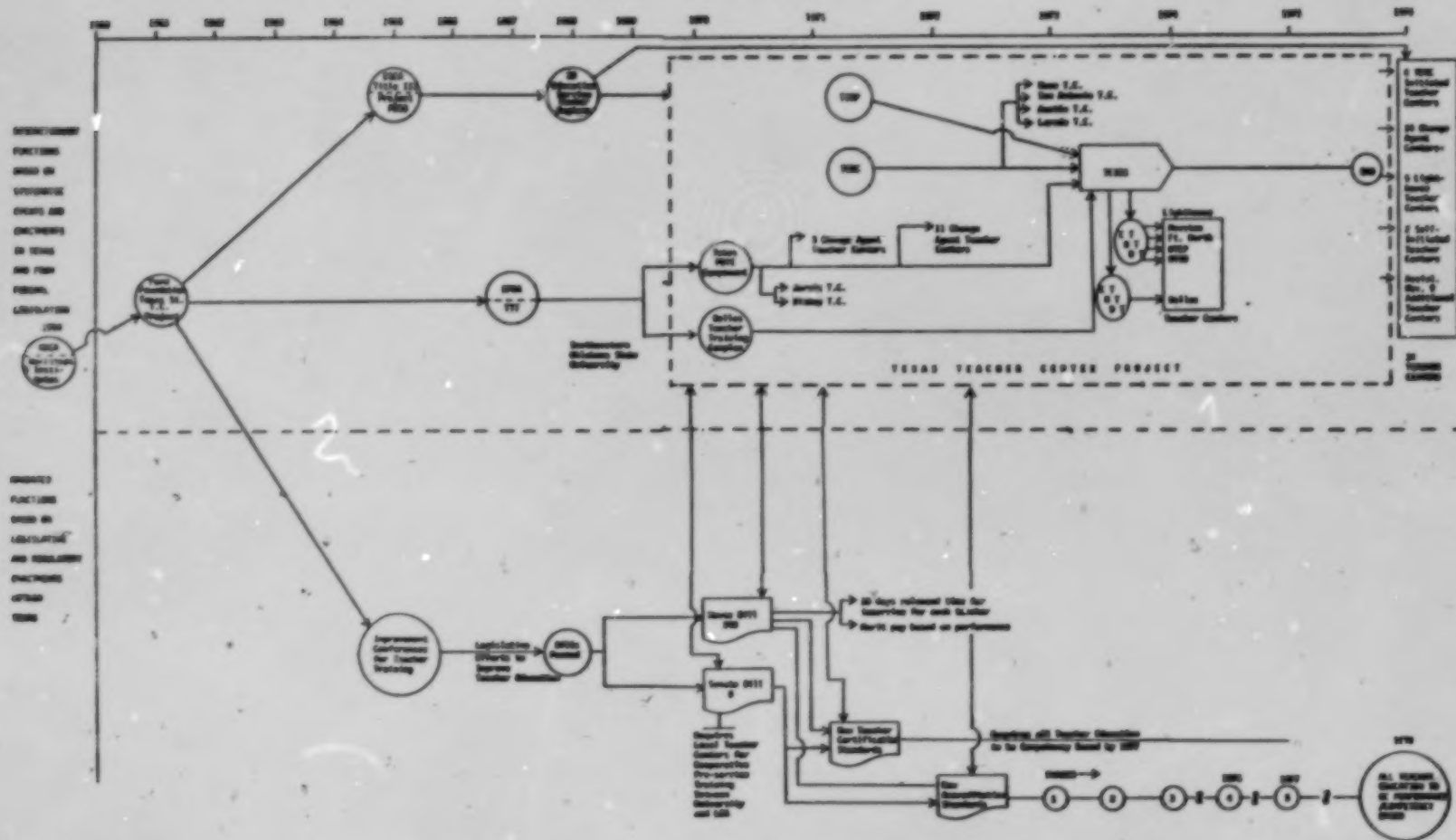
The following account of events emanating from the efforts of project staff and persons influenced by this project is intended to provide a selective view of wide ranging activities which resulted in two general kinds of action. First there is the discretionary participant action which refers to involvement among individuals and institutions growing out of their interests in supporting state and federal categorical grant programs. In each case the kind of response achieved was stimulated by available funds, and it is doubtful that such efforts could have been realized without external resources specifically designated for teacher training and educational program improvement.

A second type of activity grew out of the Student Teacher Project efforts; namely, mandated or legislative action. Senate Bill 8 which is discussed in a later section of this report was drafted by the former Student Teacher Project director, Emmitt Smith. Dr. Smith and others associated with the project have had a constant tie with state board of education regulative function, legislative enactments including establishment of a network of 20 regional service centers.

Both mandated and discretionary participant functions have impacted the Texas Teacher Center Project. It is important for the reader to refer occasionally to Chart I on page 13 to see the relationship of a specific Teacher Center Component with the larger project.

In 1971, there was no single concept known as Texas Teacher Center Project; yet, all of the strands were interwoven. By the spring of 1972,

CHART I
KEY EVENTS IN THE DEVELOPMENT IN TEXAS OF
EDUCATIONAL IMPROVEMENT SYSTEMS 1961-1976



the 1972-73 project proposal provided a very clear map of all the components and was labeled the Texas Teacher Center Project Proposal. During the 1972-73 operational year of the Texas Teacher Center Project, an organizational unity was achieved when all component boards voted to merge into a single organization called the Texas Center for Improvement of Educational Systems (TCIES).

It is the merger of several individual thrusts which forms the basic structure of this report. Beyond the antecedent structure, a further attempt is made to enumerate the basic Texas Teacher Center Project components and to report on the current stage of development of each.

The Texas Teacher Center Project represents a systematic attempt by the Texas Education Agency (State Department) to coordinate the effectiveness of many individual projects into a statewide effort to improve teacher education. Two congruent streams of action have contributed to the enunciation of an identifiable set of goals designed to produce organizational and substantive improvements in the teacher education process. In a subsequent section of this report (see Chart I, page 13) a detailed history of key events leading to both the discretionary and the mandated functions of teacher education in Texas are explicated to assist the reader in comprehending the context of the Texas Teacher Center Project. They are characterized as (1) discretionary programmatic efforts and as (2) mandated functions based on legislative and regulatory enactments within Texas.

Goals of the Project.

One very general goal provides the major thrust of the Texas Teacher Center Project; namely, to improve teacher education throughout the State of Texas. Selection of this goal assumes implicitly that improved teacher education will enhance both classroom performance of teachers and also the performance of students as a result of their school experience.

Translation of the major goal into a more precise set of operational objectives has not been an easy task in light of the multiple interests and various methods that have been recommended in the past as probable courses of action to achieve the stated end.

Emergent developments in the recent history of teacher education have

revealed that long range improvement must be based on (1) changing pre-service education programs, (2) upgrading continuing education of practicing teachers, (3) developing systematic cooperation among educational institutions, and (4) providing a communications and a product installation network for continuation of the improvement process.

To meet the four general needs identified above, the Texas Teacher Center Project has two long term operational objectives. First, it is intended that by September of 1977, a total of thirty-four teacher centers will have been developed in strategically dispersed regions of the state. Furthermore, the Texas Teacher Center Project will develop a network of communications services and product installation support procedures. Achievement of the two major objectives stated above permits the TTCP to serve as a facilitating organization for systematic improvement of long range educational development activities in teacher education.

Discretionary Functions Leading to Improved Educational Systems

NDEA - NSF. One of the favorite touchstones of writers about education in the nineteen-sixties is the National Defense Education Act of 1958. Along with the National Science Foundation, it sponsored a series of programs to improve subject matter curricula and to train teachers in the use of the new curricula. Summer workshops and academic institutes were the two primary vehicles for providing education for teachers of the public schools. Gray (1968) reported in a study of those workshops and institutes that they had been markedly successful in improving teacher knowledge in subject fields, but had not changed instructional patterns very much from the traditional didactic mode.

It became evident that further systematic programs of teacher training would be required if teachers were going to adopt the use of media and a variety of organizational approaches to student teacher interactions.

Ford Foundation Project. One such experimental approach was tested and developed at West Texas State University through a Ford Foundation project in 1961. Designated the Texas State Teacher Center Project, a grant was awarded to West Texas State University and seven cooperating local school districts. Twelve area conferences were sponsored throughout the state of Texas to discuss and to consider the role of appropriate and necessary cooperative models among local school districts, colleges, and universities, and the state in improving teacher education. One of

the direct by-products of those conferences was the drafting of model legislation which was later enacted into Senate Bill 8 and House Bill 240.

ESEA- Title I and III in the Educational Cooperative. Organizationally, it became apparent that an operational model of interinstitutional development would be required if significant changes were to occur in the practice of teaching. Teacher education colleges tended to prepare teachers very well in the subject content of their profession, but tended to ignore the realism of classroom teaching. Even though many improvement models had been posited and had been the subject of experimentation since 1900 when John Dewey began the laboratory schools, the essential mode of instruction has remained unchanged in most schools in the United States.

Schools themselves represent a weighty socializing influence on new teachers. Established practice combined with a cultural value system reinforced by schools offers severe hurdles to their own improvement. Evidently, changes in teaching behavior could not be accomplished by a single institution, but it might be possible to institutionalize change if third force institutions were established to provide support for planning improvements through materials, media and neutral site teacher education programs, but funds for innovation and change were scarce for untried concepts.

The Federal Elementary and Secondary Education Act of 1965 was an opportunity to use new funds to test the concepts hypothesized above. Under Title I of ESEA, a categorical grant was provided directly to state

departments of education to develop programs of compensatory education for educationally and economically disadvantaged children. Very few programmatic guidelines were provided for the allocation of funds under this act. In addition, Title III of ESEA allocated funds to states to develop innovative or creative programs to improve or enhance student learning.

It was through the use of Title III funds and supported by Title I program money from cooperating school districts that Project PESO was funded through West Texas State University at Amarillo.

In 1965, 100 Independent School Districts in the Panhandle and South Plains of Texas formed an educational cooperative and called it the Panhandle Educational Services Organization (PESO). The general purpose was to develop an exemplary program designed to multiply and accelerate the impact of new and improved educational approaches built as new information was discovered by (a) national and regional research oriented endeavors, (b) industry, (c) graduate university research centers, and (d) research oriented foundations. PESO became a conduit from the sources of new and improved educational practices to the local school districts served by the service center.

Only three short years following the funding of PESO, the Texas State Legislature on its own initiative funded twenty such centers to be geographically dispersed at strategic locations throughout Texas.

According to the original Renewal Center Proposal, the legislative basis for the Educational Service Center Region was the formation of regional media centers; and thereby the official additional responsibility for the information services function was added to the Service Center.

By enactment, each ESC Region is an autonomous state agency having quasi school district jurisdiction for teacher education. An appropriate analog is probably that of intermediate unit in other states.

Almost from the outset, several coordination and linkage problems faced the service centers. Legislation failed to include a provision for cooperation with institutions of higher learning. While a certain amount of discretion could be exercised in this regard, lack of clear mandates insured considerable variation in developing cooperative institutional ties with universities.

Personnel development to support changes offered through the service centers could only be provided by universities, and their incentives were lacking to work through the new institution. Either a new mechanism was needed to coordinate cooperation between LEA's, Service Centers, and universities, or the original law needed to be amended. The Texas Education Agency chose the former alternative.

Trainers of Teacher Trainers. In 1967, the Education Professions Development Act was passed specifically to provide assistance to state departments of education, to the teaching profession and to universities and school districts to develop models of teacher education improvement programs throughout the nation. In the first operational year of the act, forty regionally based projects were approved for the nation. One of those projects was approved for Southeastern Oklahoma State University. The Oklahoma-Texas project funded the Dallas Independent School District Teacher Training Complex. A further description of this complex will

be provided in a separate section under Pilot Teacher Centers. The Dallas Teacher Center Complex was in operation a full year before Texas as a State submitted a multi-institutional proposal for funding of a series of lighthouse teacher center projects.

Included in the 1970-71 Texas Performance Based TTT Project were proposals from the University of Houston, Texas Christian University at Fort Worth, West Texas State University at Amarillo, the University of Texas at El Paso, and Dallas Independent School District. It was envisioned that each pilot site would develop an educational cooperative as well as develop performance based systems of pre-service education within their universities in cooperation with service center and local school districts. The project design also included a statewide coordination function to be administered within the Texas Education Agency. Although the statewide coordination was desirable, it soon became evident that existing intra-agency staff and facilities would need to be augmented by additional resources in order to combine the efforts of this project to the requirements being mandated simultaneously by the State legislature.

Texas Educational Renewal Center. In order to enhance the statewide coordination of the TTT program and to link the performance/competency based educational program development to statewide educational legislation reform movements, an organizational proposal was developed in 1971 to establish the Texas Educational Renewal Center. This proposal was congruent with newly appointed U.S. Commissioner of Education's, Sidney Marland's desire to see statewide systems of educational renewal developed in pilot

states throughout the nation.

The first director of the Texas Educational Renewal Center was Dr. Kyle Killough, who had formerly been the architect and director of the Dallas Independent School District's Teacher Training Complex.

The Texas Educational Renewal Center operates with a small staff, four professionals and three secretaries. It is kept small intentionally to provide most of the resources to institutions and to serve more as a facilitative and organizing resource rather than as a large direction and control agency. During the first year of operations (1971-72), TERC identified three major thrusts, namely, project management, organizational development, and learning products installation.

Mandated Improvement Functions in Texas

In-service Training. One of the direct by-products of the personnel training conferences sponsored by the Ford Foundation Texas State Teacher Project in 1961 was a set of Education Bills passed in the Texas legislature in 1969. Senate Bill 8, known as the Texas Student Teaching Act, was written specifically to make responsibility for teacher education in the clinical setting a joint responsibility of the teaching local school district and the university. House Bill 240, though not a direct outgrowth, did make funding provision in the basic salary guide for 10 days of in-service training for every teacher in the State each year.

Pre-service Student Teacher Centers. The responsibility for pre-service teacher education in the past has largely been in the control of universities and colleges with approval and funds provided by state departments of education. Local school districts have registered a consistent request that they be included in the preparation programs of teachers. Local district personnel think that direct acquaintance with the practicing professionals will facilitate the processes of skill development for pre-service teachers.

In order to encourage a jointly planned and executed pre-service teacher education program, Senate Bill 8 was enacted into law in 1969 by the 61st Texas legislature. The bill assigned joint responsibility for teacher education to (1) the State Board of Education, (2) the Texas Public School District, (3) colleges and universities, and (4) the State of Texas.

Specific tasks were mandated by the legislation. The Central

Education Agency, with the assistance of colleges, universities, and public school personnel, were directed to establish standards for approval of public school districts to serve as Student Teacher Centers, and to define the cooperative relationship between the college or university and the public school which serves the student teaching program.

Both the public school district serving as a Student Teacher Center and the college or university using its facilities share joint responsibility for selection and approval of supervising teachers. Employees of the district are to serve in the program, and they must adopt an agreed upon continuing in-service improvement program for the supervising teachers. Fiscal support of the program was provided in the amount of \$250 per student teacher.

The implications of Senate Bill 8 were far reaching in their directions toward changing traditional means of teacher education. In addition, the Central Education Agency took impetus from the bill for the development of new standards for teacher certification and school district certification.

The State Board of Education passed six new certification standards in 1972 plus new accreditation standards for public schools throughout the state to be phased in over a five-year period. New certification standards require local teacher centers and cooperatively developed performance or competency based programs versus traditional course accumulation standards for certification. The new accreditation standards require that each school establish and maintain a performance record of each professional employee as a condition for meeting state accreditation

requirements. Since schools are accredited on a serial rotation basis once each five years, this accreditation regulation will take five years to become fully operational.

To summarize the legislative mandates in Texas for improving teacher education, it is apparent that in concert a total systemic improvement process has been mandated by legislative and regulatory authorities.

First, pre-service teacher education becomes a multiple institutional responsibility with cooperation between local districts, universities, state department of education, and the State of Texas required. Second, an organization known as a student teacher center is required. Third, ten days of in-service training is required. Fourth, the state requires that by 1977 all teacher education will be performance or competency based. A fifth requirement of local schools to have performance standards for all professional personnel on file, and a sixth requirement for the establishment of local teacher centers provides an organizational imperative for cooperative pre-service program development.

Obviously, the legislative mandates enumerated above require a coordinating and information structure to augment the Central Education Agency's effort to insure compliance. The Texas Teacher Center Project has been designated by the Commissioner of Education to take a facilitating and coordinating role with respect to this effort. The lighthouse teacher centers plus training conferences for deans of colleges of education as well as change agent training and product installation have all played significantly to the progress of this movement, but much more effort will be

required over the next five years if these efforts are to achieve their intended purposes.

The Texas Center for Improvement of Educational Systems

In the 1972-73 Texas Teacher Center funding proposal, an effort was made to show the relationship between the Texas Educational Renewal Center (TERC), the Texas Education Agency, the Texas Performance Based TTT Components, the various associated national groups, and the local teacher centers. The 1972-73 proposal was actually a joint proposal for TERC and the Texas Performance Based TTT Components Project.

Approval of the single proposal would appear to have provided a unified project, but the unity was not achieved until February of 1973, when a meeting was held jointly between the State Steering Committee for the TTT Component and the TERC Advisory Board. At the joint meeting the two boards voted to merge into a new board with a much larger representative base. No precise definition of the new board has been developed to date, but Dr. Killough was authorized by the group to draft the composition of the new board and also procedural guidelines for the new organization policy function and for its relations to the executive staff.

One might question the place of such a discussion in an evaluation report, but it should be apparent to the reader at this point that understanding the organizational development which has occurred in the Texas Teacher Center Project is crucial to any evaluation. It is likely that clarification of the organizational development will in the long run become the major contribution that evaluation can make in this project.

Since a major means of determining the attainment of this project

will be tied to development of teacher centers and since different agencies have been responsible for the development of teacher centers, it is imperative that the evolution of teacher centers be traced. And it is also necessary to explain the development of different kinds of teacher centers tying the type with its parent institution. The three organization charts represent three years of consistent development within Texas Education Agency to construct a viable support mechanism for teacher centers. Without doubt the 1973-74 organization is more efficient, and it represents considerable movement from the disparate fragments existing in 1970. It is proposed in the TCIES Plan for the 1973-74 fiscal year that a single agency coordinate all teacher center development which occurs through use of voluntary funds and discretionary participation. No doubt this development will also contribute to a further development of the teacher center concept implied in the Regional Service Centers as well as that specified in Senate Bill 8 which mandates student teacher centers.

CHART 2

Texas Teacher Center Project 1971-72

USOE

NCIES

NCEC

Texas Education Agency
Dr. Emmitt Smith: State Coordinator for Educational Renewal

Texas Teacher Center Project
Dr. Harland Ford: General Project Director
(Assistant Commissioner for Teacher Education)

National Coordinating
Component
A.A.C.T.E.

-State Steering Committee-

-Advisory Council-

Texas Performance
Based TTT Components

Texas Educational Renewal
Center Project (TERC)/Texas
Information Services Project (TISP)
Dr. Kyle Killough: Director

Evaluation
Research
Center,
University
of
Virginia,
Dr. Mal
Provost
Director

TEACHER CENTER NETWORK
(Eight operational, eleven in planning phase, and seven in
preplanning stage)
Colleges/Universities, Public Schools, Educational Service
Centers, Communities

CHART 3

Possible Texas Teacher Center Project Organization 1972-73

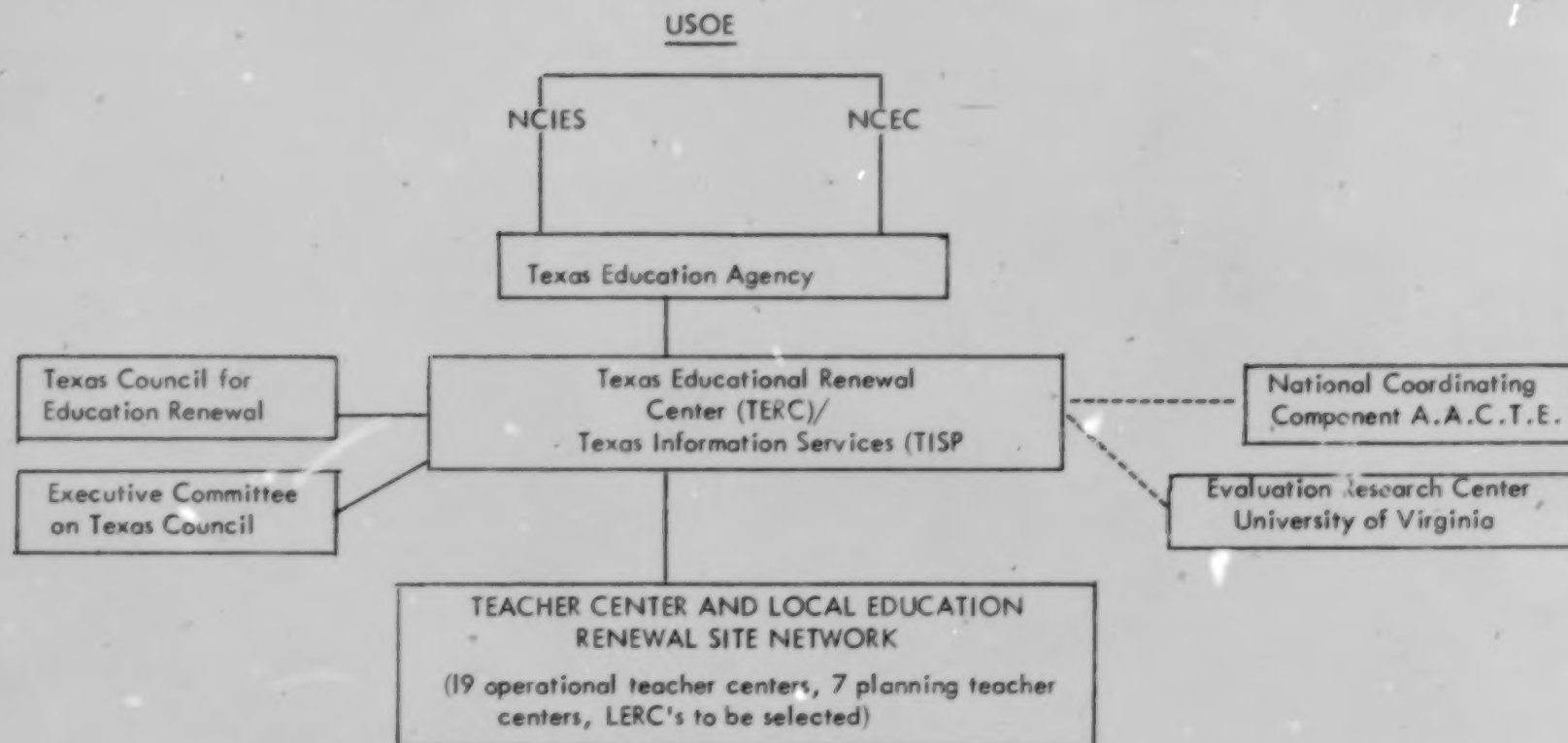
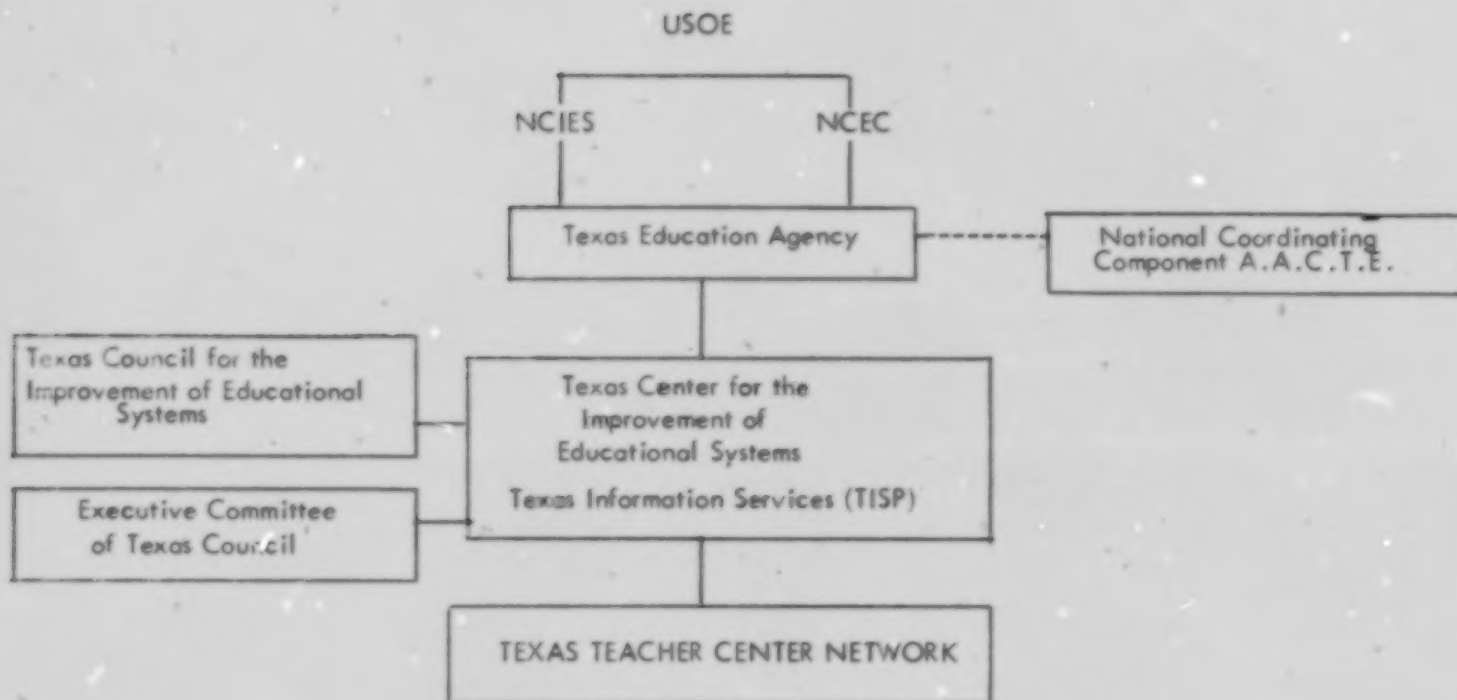


CHART 4

Texas Teacher Center Project Organization 1973-74



Chapter II

COMPONENTS OF THE TEXAS
TEACHER CENTER PROJECT

1. Management
2. National Linkages
3. The Development of the Teacher Center Concept
4. The Texas Information Services Project
5. Proven Product Installation
6. Performance of Competency Based Teacher Education Components

COMPONENTS OF THE TEXAS TEACHER CENTER

Although the major components of the Texas Teacher Center Project are highly interactive and at times indistinguishable in operation it is possible to designate six separate components of the project. They are (1) management, (2) national linkages, (3) teacher center development, (4) information services, (5) proven product installation, and (6) performance based teacher education programs. The importance of classifying each separate component permits the development of a program design which is necessary prior to any meaningful evaluation of either program processes or accomplishments.

A delineation of each component is provided in this chapter. In some instances preliminary data permit both quantitative and descriptive analyses to be conducted. In most instances the quantitative analyses, where present, are at a very basic stage of development. The primary emphasis in analysis is devoted to discovering an efficient way to communicate the extremely sophisticated and intricate relationships without oversimplifying the project which would tend to dilute the meaning that this project has as a model of large scale organizational development.

Literally thousands of professional educators are influenced in significant ways by this project. Yet, the central staff consists of four professional members who use limited resources in creative ways to provide an intelligent use of leverage. The key to the leverage seems to be based on a commitment to a facilitative management style which seeks

primarily to provide resources to institutions who then use those resources to work out their own development.

It is appropriate, therefore, that management is treated as the first component of the project.

Management. In July, 1971, the Texas Education Agency recognized that in addition to the competency based teacher education TTT project and the information services project that it would be necessary to add a management component to coordinate the multiple activities of those efforts. It was furthermore desirable to link the competency-based teacher education activities and the information services in a single delivery system to an emerging organizational unit called Teacher Centers.

The Texas Educational Renewal Center Project was originally proposed as the management component with authorization to apply for a single project grant in 1972-73 combining all of the previously separate projects into a single project called the Texas Teacher Center Project. It was not until February, 1973, however, that a single project emerged under the new name of Texas Center for the Improvement of Educational Systems. Nevertheless, a central management group has been active since July of 1971. The following management functions are conducted by the central management executive team:

- (1) Fiscal accountability,
- (2) Project management training for component key personnel,
- (3) Coordination and training for evaluation,
- (4) Grant management for individual proposal submissions,

- (5) Coordination of national components,
- (6) Conduct awareness conferences,
- (7) Create interface conferences with statewide teacher education efforts,
- (8) Conduct organizational activities for product installation.

Dr. Kyle Killough serves as executive director of the Texas Teacher Center Project's management center. Formerly, that center was known as Texas Educational Renewal Center and is now designated Texas Center for the Improvement of Educational Systems.

Overall coordination is conducted through Dr. Harlan Ford, Assistant Commissioner of Education, and through Dr. Emmitt Smith, who has been designated by the Commissioner of Education, Dr. J. W. Edgar, as the statewide coordinator of teacher education projects.

Since the central staff is small in number, the achievements result directly from scheduled and planned use of consultative assistance and through applied systems management techniques as communication, direction, and feedback mechanisms among cooperating institutions. Each of the following component reports will attest in its own way to the effectiveness of this organizational strategy.

National Linkages. One of the distinguishing features of the 1971-72 Performance-Based Teacher Education Proposal and also of the Texas Educational Renewal Center Proposal was an identification of a national affiliation component. Several kinds of national linkages have been developed by the Texas Teacher Center Project, and these linkages have provided a number of unusual opportunities for the project both to assimilate new ideas rapidly and to disseminate project developments without excessive time delays.

Affiliation with the American Association of Colleges of Teacher Education is one example of the national linkage. In the 1972-73 Texas Teacher Center Proposal for funding a list of activities and accomplishments growing out of the AACTE affiliation were noted.

Among the AACTE activities conducted for the Texas Teacher Center Project are the following:

1. Continuous surveys of nationwide involvement in performance based teacher education in three major areas.

Results of these efforts provide a current resource base of information for immediate dissemination.

- a. Current literature is maintained in a bibliographic file.
- b. Constant communication with all fifty state department of education provides a current information file of statewide programs and legislation.
- c. A library of current papers, monographs and case study material is maintained.

2. A performance-based definition task force has been commissioned to develop working papers which refine current definitions on the basis of new knowledge and current experience.
3. A number of papers pertinent to the competency-based education movement have been commissioned directly by AACTE.
4. In-depth studies of selected centers have been commissioned as part of this effort.
5. Inter-center communications network have been established and information flows via means of a periodical, The AACTE Bulletin.
6. Several conferences have been conducted nationwide to assist in information dissemination.
7. A number of other service activities have been conducted. For example, task forces have been established on long-range strategy and project assessment. Students from other countries have served as interns in the project.

Another component of the national affiliation component is the support of the evaluation effort through the Evaluation Research Center at the University of Virginia. Virginia ERC is responsible for national evaluation and also provision of evaluation services in a number of teacher center pilot projects across the nation.

Other kinds of relationships exist at the national level through foundation and product installation activities as well as through ties to other teacher center projects under development in other states. One

example is the assistance provided to the Kettering Foundation's Individually Guided Education Project. During the 1972-73 academic year the IGE materials have been installed and pilot tested in a number of Texas communities through the Texas Teacher Center Project. Cooperative linkages also exist between the United States Office of Education's National Center for Educational Communications and the National Institute for Education's improvement of educational systems program.

The Development of the Teacher Center Concept. The present concept of the Teacher Education Center has grown out of an attempt to provide a vehicle which could deliver systemic changes in the training of educational personnel. The Texas Performance-Based TTT Project provided the primary stimulus to consolidate the emergent legislative and administrative action for improving teacher training. The underlying goals of the TTT project as well as the TCIES Teacher Center project are (1) that teacher education must be performance based, (2) that the setting for teacher education should be an educational cooperative, and (3) that teacher education must take the form of an integral part of the act of educational reform.

Following the mandate of Senate Bill 8 which provided for cooperative pre-service teacher training, the Texas Performance Based TTT Project was created as a pilot operation which could exemplify the implementation of the above goals. This project provided the impetus for a new administrative structure, the Teacher Education Center, to implement a performance based teacher training program. The organizational structure of the TTT Teacher Center posited a cooperative for teacher training of the college or university in a given Educational Service Center Region, public elementary and secondary schools, Education Service Center and the community. These four groups were to form the nucleus of the teacher center. The goals of the TTT Project were broadly based and aimed at efforts to reconstitute teacher education based on performance

criteria. Under this project, four prototype teacher centers were developed. These will be discussed in more detail in a later section, but their basic commitment was that each would retrain trainers of teacher trainers and in that act would design and pilot test performance-based teacher education programs. In addition, each was to provide training experiences for one or more "Change Agents" annually. The Change Agent schema involved, on a voluntary basis, any teacher center in Texas selecting a faculty member to serve nine months in any one of the four pilots. The agent would then return to his lending institution. By 1972, eleven such agents had completed a year of training and returned to their home sending school.

When, in 1971, the Texas Educational Renewal Center, Texas Information Services Project, and the Dallas Teacher Training Complex were added as additional components to the original project, their primary goals were to provide technical and developmental assistance to the network of emerging Teacher Centers in Texas and to provide a network for dissemination of information about new and improved educational practices and products with local, state and national linkages.

During this time two local renewal centers were developed and admitted to this network of teacher centers. These two local renewal centers were different in that they were fiscally independent of the developing network of teacher centers but desired affiliation.

The Texas Educational Renewal Center became the Texas Center for Improvement of Educational Systems, and the structure of the Teacher

Education Centers became more clearly defined (comprised now of representatives of the cooperating teacher training institute, the public school, the education-service center, the community served by the participating schools, and professional educational organizations; each center is responsible to develop its local teacher clientele. This local center consists of a pyramid of schools, elementary and secondary, associated with a single high school. Through this structure a systematic means is provided for both individuals and schools to identify the needs of their local system, and to receive information about those educational practices and products which meet their local needs. Concentration on local efforts also provides a means for more effective in-service as well as pre-service training. In addition, the cooperative efforts in local areas enhances greater community involvement in the educational program.

A chart showing the development of the teacher center concept is provided on the following page. The two subsequent sections of this report describe in more detail the TCIES teacher center and also the development of the five original TTT Performance-Based Teacher Centers.

Teacher Centers under TCIES. Since many concepts of teacher center exist and have been supported by various agencies it seems appropriate at this juncture to define a teacher center as proposed by TCIES. Unlike the teacher centers mandated by legislation, the teacher center as defined by TCIES is a voluntary participatory organization which may also be part of one of the state mandated centers.

To be designated a TCIES teacher center it will be necessary for the

Table 1
The Teacher Center Concept Development

DATE		ORGANIZATION	RECIPIENT	PROGRAM GOALS
1965	Project Peso	West Texas State University, LEA	LEA	In-service
1968	Educational Service Ctrs.	LEA, ESC.	LEA	In-service training.
1968	Educational Professional Development	University, LEA, ESC	Consortium in 6 Regions	In-service to LEA.
1969	Senate Bill #8 *	University, LEA	Undergraduate Teacher Trainees Supervising Teachers	Mandated pre-service training.
1970	TTT Pilot Teacher Ctrs.	LEA, University, ESC, Community	Undergraduate Teacher Trainees	Cooperative effort in pre-service teacher training in a performance based program.
1970	TTT DISD Model Training Complex	LEA, University, ESC, Community	Undergraduate Teacher Trainees University Teacher Trainees ESC Teacher Trainees LEA Teacher Trainees	Pre-service training for undergraduate teacher trainees In-service training for teacher trainees (re-training) Re-training of training of teacher trainers
1971	TERC/TISP		Teacher Centers, LEA	Technical assistance to Teacher Centers. Network for the dissemination of information about new and improved practices (TCP) Provide coordination and dissemination of information to local, state and national links.
1973	TCIES	University, LEA, Community, ESC, Professional Organizations.	Teacher Centers, TCIES, LEA, Universities	Pre-service and in-service continuing education based on performance/competency continuum of skills. Establish 6 lighthouse Teacher Centers. Advise colleges/universities on teacher education/certification programs. Coordinate other agencies and groups to serve as resources and advisory personnel as agreed upon by participating Teacher Center members. Identify additional centers who wish to affiliate by stage of development (1) preplanning, (2) planning, (3) pre-operational, and (4) fully operational.

*1969 H. B. #240 allowed for 10-days per academic year of in-service training time to be allotted for all professional employees.

applicant organization to meet a set of criteria established by the TCIES staff and approved by its executive council. Four organizational stages of development will be recognized for funding purposes. They are (1) pre-planning, (2) planning, (3) pre-operational, and (4) fully operational teacher centers. It is expected that the fully operational centers will serve as lighthouse centers from which satellite centers will spawn in the adjacent geographical regions.

A criterion instrument was developed by the project staff in 1971, and was subsequently critiqued by the evaluation unit in a proposal for considering the criterion instrument as only part of a total funding plan. Subsequently the criterion instrument was revised and is presented in the table on the following pages.

Table 2 on pages 44-49 is a description of the basic program necessary to be considered for funding, and Tables 3 and 4 on pages 50, 51 indicate weighted score value to be used in allocating funding support.

Since this procedural development was recommended in the 1971-72 evaluation report, it is evident that the project management has responded to the recommendation with a significant effort.

Every effort should be made by the evaluation unit in the coming year to monitor and validate this process because it has far-reaching implications as a functional procedure for other funding agencies to use in great dispersion. It could, with careful development, become a basic process for statewide or regional dispersal of federal funds which are used to encourage reform and development in participating agencies.

Table 2

PROFILE DATA ON TEXAS TEACHER CENTER SITES

I. ORGANIZATIONAL CONDITIONS

1.0 Advisory board organized

1.1 Community representation

yes

no

1.2 Teacher training institution representation

yes

no

1.3 Elementary and secondary school system representation

yes

no

1.4 Professional organizations representation

yes

no

1.5 Education Service Center representation

yes

no

1.6 Regular scheduled meetings

yes

no

1.7 Minutes filed

yes

no

1.8 By-Laws established

yes

no

2.0 Pyramid of elementary and secondary schools identified

2.1 Elementary and junior high schools associated with a single high school comprised of 5,000 - 10,000 students

yes

no

2.2 High concentration of students from low-income families

Less than 25% of the students meet Title I guidelines.

More than 75% of the students meet Title I guidelines.

2.3 High concentration of students with learning and behavioral problems

Less than 25% of the students have learning and/or behavioral problems.

More than 75% of the students have learning and/or behavioral problems.

2.4 High concentration of migrant and non-English speaking children

Less than 25% of the students are migrant and/or non-English speaking

More than 75% of the students are migrant and/or non-English speaking

2.5 Evidence of past efforts to improve the educational opportunities of students within the pyramid

There are no programs or projects operating within the pyramid which are not part of the district-wide instructional or staff development program.

More than 50% of the students and/or staff within the pyramid are participating in an instructional or staff development program which is not district-wide.

More than 50% of the students and/or staff within the pyramid are participating in several programs or projects which are not part of the district-wide instructional or staff development program.

2.6 Evidence of special staff training programs to meet the needs of students within the pyramid

Virtually none of the staff have participated in staff development programs designed to meet the needs specific to the pyramid.

More than 50% of the staff have participated in a staff development program designed to meet the needs specific to the pyramid.

More than 50% of the staff have participated in several staff development programs designed to meet the needs specific to the pyramid.

2.7 Evidence of community involvement to improve the learning opportunities of the students

There is virtually no evidence of community involvement to improve the learning opportunities of the students.

Many evidences of community involvement exist such as an active advisory group, parent/community volunteer program, community members serving as classroom enrichment resources, and community designed activities to support and enrich the school program within the pyramid.

3.0 Compliance with the letter of Title VI of the Civil Rights Act of 1964

3.1 School busing

yes

no

3.2 Parental Involvement

yes

no

3.3 Education Service Center

yes

no

4.0 Management, Evaluation, and Fiscal Function Utilization

4.1 Project manager named

yes

no

4.2 Evaluation activities initiated

No evaluation person(s) have been identified

Evaluation person(s) have been identified. They have little formal evaluation and/or research training but have public school or other educational institution experience and are considered to have the potential and are willing to participate in fairly extensive evaluation training activities.

Evaluation person(s) have extensive formal evaluation and research training and evaluation application experience in an educational setting.

4.3 Fiscal agent selected

yes

no

II. PROGRAMMATIC CONDITIONS

5.0 Performance based personnel training and assessment utilized as an integral part of all Site activities

5.1 Local Cooperative Teacher Education Advisory Board selected

5.2 Plans for the identification of desired competencies begun

5.3 Provisions made for the appropriate training of educational personnel and others associated with the Site

5.31 Pre-service trainees

5.32 Inservice teachers

5.33 School administrators

5.34 Teacher trainers

5.35 Members of the Advisory Council

5.36 Members of the school board

5.37 Parents

5.38 New educational personnel roles, i.e., teacher aides, etc.

5.4 Plans completed for the utilization of the Texas Teacher Certification Standards

5.5 Planning begun for the confirmation of performance based training programs

5.6 Plans begun for the resources needed for performance based training programs

yes

no

The plan is very general and sketchy.

The plan is very detailed with a time line, assignment of responsibilities, and specification relative to resource allocation.

No provisions have been made for training Site educational personnel.

A plan outlining training provisions for all personnel within the next fiscal year has been developed. The plan is very detailed with a time line for projected activities, assignment of responsibilities, and specification relative to resource allocation.

The plan is very general and sketchy.

The plan is very detailed with a time line, assignment of responsibilities, and specification relative to resource allocation.

Virtually no planning has been initiated

Planning is almost complete. All planning tasks have been assigned, critical dates specified, and adequate resources allocated to meet specified schedule.

Virtually no planning has been initiated.

Needed resources have been identified and resource sources surveyed. All planning tasks have been assigned, critical dates set and implementation initiated.

5.7 Agreement to field test appropriate pre and in-service performance based modules in the pyramid of schools

5.71 Teacher Training Institution

5.72 Elementary and secondary school

5.73 Education Service Center

No field testing of modules is scheduled for the pyramid.

The pyramid is the primary testing site for the Teacher Center.

6.0 Agreement reached as to a cooperatively formulated comprehensive plan to meet short and long range needs of students, parents, pre-service trainees, and practicing professionals

6.1 Agreement to conduct a comprehensive needs assessment program which addresses the needs and desires of the clients

6.11 Students

6.12 Parents

6.13 Professional Staff

6.130 Teachers

6.131 Counselors

6.132 Supervisors

6.133 Consultants

6.134 Administrators

6.135 Teacher Trainers

There is agreement to informally survey needs and desires of the clients.

There is agreement to conduct a comprehensive needs assessment of the depth and scope of the Houston model.

There is agreement to conduct a comprehensive needs assessment of far greater depth and scope than the Houston model.

6.2 Agreement to inventory and allocate resources to meet identified needs based on priorities

6.21 Community

6.22 School System

6.23 Teacher Training Institution(s)

6.24 Education Service Center

There is agreement to plan and implement programs where additional funding is available.

There is agreement to inventory and reallocate already existing resources committed to the target population served by the needs assessment.

There is agreement to inventory and reallocate already existing resources across all cooperating agencies in the Teacher Center.

6.3 Agreement to install, field test, and evaluate strategies identified based on priority needs

There is agreement to install, field test, and evaluate strategies on a very limited basis or not at all.

There is agreement to install, field test and evaluate strategies in a very comprehensive way. There is to be involvement of a majority of the students and/or staff in the pyramid. A detailed plan for installation and evaluation is to be developed addressing the priority needs.

6.4 Inter and intra-institutional and agency dissemination and diffusion strategies identified

Little or no consideration of dissemination and diffusion strategies evident.

A comprehensive plan outlining dissemination and diffusion strategies has or will be developed.

6.5 Agreement to participate in the TERC delivery system by reviewing for installation possibilities, new or proven educational products, and by feeding results of locally designed products and practices into the system

There is agreement to participate in the TERC delivery system on a very limited basis or not at all. Little or no consideration has been given to the feeding of local products into the system.

There is agreement to participate in the TERC delivery system very extensively. A comprehensive plan for feeding local products into the system has or is to be developed.

6.6 Agreement to concentrate, coordinate, and interface programmatic themes and thrusts in the pyramid of schools to meet identified needs

6.61 Teacher Training Institution

6.62 Elementary and Secondary School System

6.63 Education Service Center

There is to be very few if any additional opportunities in training and programs offered in the pyramid. Those opportunities offered will operate in relative isolation with little attention given to coordination and interface.

The programmatic themes and thrusts will be integrated into a single plan relative to the pyramid of schools. Components of the plan will logically support each other as well as thrusts of the total program. A management design will be developed to insure coordination and interface. A concentration of many efforts will exist.

6.7 Agreement to establish learning laboratories within the pyramid with easy access by the clients (professionals, teacher trainers, parents, others)

6.71 Teacher Training Institution

6.72 Elementary and Secondary School System

6.73 Education Service Center

Learning laboratory(s) will not be extensive. If they will consist of space, materials, and other resources previously available to a large extent. Little provision for released time and/or scheduling to facilitate their access is planned.

Learning laboratories will be extensive. They will consist of space, materials, and other resources previously not available. Provision will be made for released time and/or scheduling to facilitate their access.

6.8 Agreement that laboratory and Research and Development Center assistance will be utilized if applicable

6.81 Teacher Training Institution

6.82 Elementary and Secondary School System

6.83 Education Service Center

Agreement to use lab and R & D Center assistance either has not been made or not been made with serious intent. Virtually no attention has been given to the resources available and their possible applicability.

There is very serious intent to use lab and R & D Center assistance. A careful study has been made of their available resources and areas of applicability.

III. FISCAL CONDITIONS

7.0 Available local resources identified (fiscal and human) to meet priority needs, inclusive of local, state, and federal funds

7.1 Teacher Training Institution

7.2 Elementary and Secondary School System

7.3 Education Service Center

Available local resources have been analyzed on a very sketchy basis, if at all. Not all resources have been considered as applicable.

A very careful study of local resources has been conducted. All such resources across all Teacher Center agencies have been included. Details relative to these resources have been specified such as conditions for availability, flexibility for reallocation, agency requirements for utilization, etc.

8.0 Agreement that funds available other than those identified in 7.0 will be used to supplement and not supplant those sources

8.1 Teacher Training Institution

8.2 Elementary and Secondary School System

8.3 Education Service Center

yes

no

9.0 Fiscal agent identified and role and functions specified

The fiscal agent, if he has been specified, has not had his role and functions delineated.

The role and functions of the fiscal agent are very specific and have been recorded. There is a very clear understanding of this role and functions on the part of all Teacher Center agencies and their members who will be concerned with fiscal matters relative to the Teacher Center and its operations.

DESCRIPTION AND CHARACTERISTICS	BASIC PROGRAM 1	OPERATIONAL PLAN BASED ON NEEDS ASSESSMENT 2	INTEGRATION OF PBTE EFFORTS 3	PRODUCT DELIVERY 4	NEEDS ASSESSMENT 5
	A cooperating body representing public schools, teacher training institutions, Education Service Centers, the community, and the organized profession engage in the following activities: - Specifying common educational goals as they relate to the cooperating partners - Determining state guidelines and requirements of concern to the membership - Ascertaining status relative to goals, guidelines, or requirements - Determining resources currently being expended in addressing the above as well as resources potentially available such as through reallocation - Establishing priorities - Development of a cooperative plan - Implementation of facilitating activities for the planning process such as management or evaluation training - Facilitation relative to the plan's implementation - Modification of the plan based on feedback or changes in priorities	All activities specified under "1" are assumed. Subsequent to the conducting of a comprehensive needs assessment an operational plan is designed within the following framework: - The plan reflects the agreements and provisions delineated in criteria 5.1-5.3, 5.7, 6.0-6.8. - The plan is a component coordinated with and logically supportive of the broader-based cooperative plan for the total Teacher Center referred to under "1" as well as components of that plan. - The plan takes into account the facilitation of state-level thrusts. - Provision is made for on-going needs assessment and monitoring data to be utilized as a basis for plan revision. - Strategies are outlined to facilitate the Teacher Center's meeting the Criteria at increasingly higher levels.	All activities specified under "1" are assumed. One thrust of the cooperative plan for the total Teacher Center referred to under "1" would be the unification of PBTE efforts both pre and inservice across all Teacher Center partners. The plan for this thrust would have been developed based on the following types of activities: - Defining outcomes desired in PBTE program - Determining program elements available in meeting the desired outcomes - Determining resources currently being expended as well as resources potentially available such as through reallocation - Development of Teacher Center PBTE implementation plan to best address local priorities, philosophies, and concerns while simultaneously responding to state-level guidelines and regulations - The plan is a component coordinated with and logically supportive of the broader-based cooperative plan for the total Teacher Center as well as components of that plan.	Activities specified under "1" may be taking place or the following activities may have been initiated in order to facilitate their implementation: - Awareness of cost-effective products available for delivery - Selection of a product(s) to address felt local needs - Selection of an Educational Renewal Team - Development of an operational plan for product delivery - Defining roles, functions, management, coordination, communication, and diffusion strategies across co-operating partners relative to chosen product delivery Criteria 6.3-6.5 will be addressed by the operational plan for product delivery.	Activities specified under "1" may be taking place concurrently with the following: A plan is designed within the following framework: - The plan reflects the agreements and provisions delineated in criteria 2.0-2.7, 6.0-6.8. - The plan utilizes a previously developed and tested needs assessment model. - The aforementioned model is modified to address local concerns only within the limits desired to maintain the model's integrity. - There is a local commitment to address the needs which emerge as a result of the model's implementation. - The needs assessment plan is a component to be coordinated with and supportive of a broader-based cooperative plan for the total Teacher Center as well as any other components of that plan.

Table 3

	BASIC PROGRAM BASIC PROGRAM 1	OPERATIONAL PLAN BASED ON NEEDS ASSESSMENT 2	INTEGRATION OF PBTE EFFORTS 3	PRODUCT DELIVERY 4	NEEDS ASSESSMENT 5
MINIMUM CRITERIA * REQUIREMENTS	1.0-1.8 3.0-3.3 4.0-4.3	1.0-1.8 2.0-2.7 3.0-3.3 4.0-4.3 5.1-5.3, 5.7 6.0-6.8	1.0-1.8 3.0-3.3 4.0-4.3 5.0-5.7	1.0-1.8 3.0-3.3 4.0-4.3 6.3-6.5	1.0-1.8 2.1-2.4 3.0-3.3 4.0-4.3 6.0-6.8
FEASIBLE CATEGORIES OR SUPPORT	RANGE -- \$0 (TERC BUDGET) Training for key personnel . Management . Evaluation . Development of PBTE programs Technical assistance in development and implementation of activities (TERC staff) State level coordination, communication, and information support systems	RANGE -- \$30,000-\$50,000 Plan implementation personnel . Director . Evaluator . Resource personnel and/or consultants Program costs . Staff development . Materials . Equipment (minimal) On-going needs assessment . Consultants . Materials . Data processing Interface activities (inter and intra agency) . Staff development . Materials . Consultants	RANGE -- \$15,000-\$50,000 Plan implementation personnel . Director . Evaluator . Resource personnel and/or consultants Training . PBTE design . PBTE component design . PBTE implementation Interface activities . Orientation . Materials . Consultants	RANGE -- \$5,000-\$10,000 Plan implementation personnel . Resource personnel . Consultants Program costs . Staff development . Materials . Travel	RANGE -- \$1,000-\$5,000 Plan implementation personnel . Resource personnel . Consultants Program costs . Staff development . Materials (instruments) . Data processing

* Criteria, scaling, and minimum acceptable levels (where applicable) are included as Appendix 1

The Texas Information Services Project. A proposal was written for the Texas Information Services Project (TISP) for the period June 30, 1971 to December 31, 1972. The project was subsequently approved by the National Center for Educational Communications. TISP had as its first purpose to develop and field test an information system for the Texas Educational Renewal Center System.

To date, the major activities that TISP has engaged in are (1) the collection of a complete microfiche file of ERIC documents, (2) testing of a consumer-oriented computerized batch mode search process, (3) lease and operation of microfiche reprint equipment, (4) establishment of a bibliographic and abstract reproduction service, (5) experimental test of an interactive master file search system through a terminal link to California, and (6) development and testing a delivery system through trained linking agents in the remote pilot sites.

At the present time, TISP conducts searches for educators in selected pilot teacher centers throughout the state and for TEA staff members. Approximately 70 to 150 requests are processed weekly with a one-week period from time of request to mailing of requested information.

Evaluation of the TISP project is currently being conducted by Region XIII Service Center Director of Evaluation, Dr. David Gilmore. His report should be available in early summer. TISP was granted a continuance grant through TEA until June 30, 1973. Unless TISP expands the information search concept, it will likely be limited in

scope to becoming little more than a high speed library reference system which, although useful, would fall far short of a total information system such as that needed by the Texas Teacher Center Project.

Proven Products Delivery System. One of the primary purposes of the Texas Educational Renewal Center (TERC) as enunciated in the original proposal for fiscal year 1971-72 was an intention to develop and to field test a State Delivery System. This system would link the then USOE Center for Educational Renewal and other national sources of new and improved educational approaches to a network of Teacher Centers, Education Service Centers, public schools, and teacher education institutions.

It was thought that by creating a mechanism for identifying and installing workable products, the time lag between development and installation would be reduced significantly.

Educational Testing Service of Princeton, New Jersey, was awarded a contract in 1970 to evaluate a number of new educational products and to recommend those most worthy of installation immediately in the public schools. Using the ETS recommended list plus some of the more promising products available from other sources, TERC management staff began in the first year of operation, 1971-72, to hold a series of awareness conferences, and product installation activities through the use of project management techniques and requests for proposals.

The process of proposal development proved to be more onerous than anticipated, and participating institutions were offered project management training. Furthermore, the request for proposal techniques were abbreviated to a simplified precis handbook. Through the use of this handbook applications are routinely processed and decisions are made

from a rational base of demonstrated need and explicit procedural steps to meet the identified needs.

A report of the proven products installation for 1971-72 has been prepared by Lee Ellwood and is included in this report in tabular form on the following four pages (Table 5).

Table 5

TEXAS EDUCATIONAL RENEWAL CENTER PROJECT

(Funded from N.C.I.E.S. Funds)

INFORMATION SHEET ON EDUCATIONAL PRODUCTS DELIVERED IN FISCAL YEAR 72
(July 1, 1971-June 30, 1972)

EDUCATIONAL PRODUCT	TEACHER CENTER SITE	PROJECT ¹ COST	TRAINEE ² COST	NUMBER TRAINEES					Average Project Cost Per Student
				Public School Teachers	Admin. Super.	Univ. & Col.	ESC	Students ³ Affected	
Minicourse I	Austin	1,668.00	52.00	25	5	1	1	625	
	Dallas	1,453.80	48.60	16	7	6	1	400	
	El Paso	1,770.80	55.34	26	4	1	1	650	
	Prairie View	2,948.40	69.28	44	2	1	1	1100	
	San Antonio	1,506.00	75.30	20	12	7	12	500	
	Waco	1,593.00	31.86	50	4	4	4	1250	
	Texas Tech	1,489.80	49.66	30	6	3	1	750	
TOTALS		12,429.80	42.42	211	40	23	19	5275	2.36
Minicourse II	Austin	1,548.00	15.48	100	5	1	1	2500	
	Dallas	1,351.80	75.10	15	1	1	1	375	
	San Antonio	1,496.00	59.80	25	1	1	1	625	
	Waco	1,443.00	28.86	50	2	1	1	1250	
	West Texas State	1,375.00	55.00	25	1	1	3	625	
TOTALS		7,213.80	30.86	215	10	5	7	5375	1.75

EDUCATIONAL PRODUCT	TEACHER CENTER SITE	PROJECT ¹ COST	TRAINEE ² COST	NUMBER TRAINEES					Average Project Cost Per Student
				Public School Teachers	Admin. Super.	Univ. & Col.	ESC	Students ³ Affected	
Minicourse V	Austin	1,775.00	14.20	125	5	1	1	3125	
	Dallas	1,429.80	79.45	15	1	1	1	375	
	Prairie View	4,054.90	71.14	57	2	1	1	1425	
	Waco	1,593.00	63.72	25	1	1	1	625	
	West Texas State	1,445.00	57.80	25	1	1	1	625	
TOTALS		10,297.70	38.60	247	10	5	5	6175	1.66
Minicourse VIII	Dallas	1,162.80	96.90	12	1	1	1	300	
	Waco	1,278.00	25.56	50	1	1	1	1250	
	West Texas State	1,130.00	45.20	25	1	1	2	625	
TOTALS		3,570.80	36.81	87	3	3	4	2175	1.64
Minicourse IX	Dallas	1,126.80	75.11	12	1	1	1	300	
	San Antonio	1,224.00	64.42	19	1	1	1	475	
	Waco	1,260.00	25.20	50	1	1	1	1250	
	West Texas State	1,130.00	45.20	25	1	2	2	625	
	Texas Tech	1,198.80	39.96	30	1	1	1	750	
TOTALS		5,939.60	38.80	136	5	6	6	3400	1.74

EDUCATIONAL PRODUCT	TEACHER CENTER SITE	PROJECT ¹ COST	TRAINEE ² COST	NUMBER TRAINEES					Average Project Cost Per Student
				Public School Teachers	Admin. Super.	Univ. & Col.	ESC	Students ³ Affected	
Match Kits	Austin	2,010.00	83.70	20	2	1	1	500	
	Dallas	1,852.00	142.46	13	1	1	1	325	
	Prairie View	4,600.00	90.20	51	1	1	1	1275	
	Waco	5,556.00	96.00	55	2	1	1	1375	
	West Texas State	1,924.00	106.88	18	2	2	2	450	
TOTALS		15,942.00	90.07	157	8	6	6	3925	4.06
Toy Lending Library	Austin	7,500.00	58.58	125	1	1	1	3125	2.40
SWRL	Austin	299.70	49.95	6	1	1	1	150	1.99
Teaching of Science	Austin	900.00	18.00	50	1	1	1	1250	
	West Texas State	760.00	27.14	28	2	1	1	700	
TOTALS		1,660.00	19.53	78	3	2	2	1950	.85

EDUCATIONAL PRODUCT	TEACHER CENTER SITE	PROJECT ¹ COST	TRAINEE ² COST	NUMBER TRAINEES					Average Project Cost Per Student
				Public School Teachers	Admin. Super.	Univ. & Col.	ESC	Students ³ Affected	
Individually Guided Education	Austin	2,156.00	16.09	125	7	1	1	3125	
	Dallas	4,361.00	22.60	185	4	3	1	4625	
	El Paso	2,649.00	13.85	190	3	1	1	4750	
	Fort Worth	4,361.00	22.10	194	1	1	1	4850	
	Houston	6,094.00	20.60	190	3	2	1	7250	
	San Antonio	3,784.00	14.70	250	3	1	3	6250	
TOTALS		23,405.00	18.38	1234	21	9	8	30850	.76
Cooperative Urban Teacher Education	San Antonio	3,000.00	66.60	40	3	1	1	1000	3.00
GRAND TOTAL		91,258.40	33.03	2536	105	62	60	63400	

¹Project Cost Includes: Materials, consultants, and evaluation.

²Trainee Cost: Project cost ÷ Number of trainees

³Students Affected: Based on average of 25 students per classroom teacher.

Trainees represent nine Teacher Centers with the following number of agencies and institutions:

15 Universities & Colleges

23 Public School Systems

9 Education Service Centers

No specific plan for proven products dissemination was included in the 1972-73 proposal, but two budget line items were included for awareness conferences (\$18,000) and developmental assistance (\$115,610). The 1973-74 continuance request for the Texas Teacher Center Project provides a specific plan to continue installation of the proven products with a major part of the emphasis being placed on direct training of facilitators and lead staff members.

It is anticipated that product purchases will be made primarily by supporting local school districts and Educational Service Centers who plan to use the products. In this training development and assessment mode, it is possible to use the scarce resources available to TERC as leverage for a much broader installation network than would be possible only if the products were purchased and training was provided to the cooperating agencies at TERC expense.

Evaluation of proven product installation has been largely left to the cooperating institutions. Some training has taken place for Teacher Center staff who generally are responsible for proven product installation, but there is not at present a comprehensive evaluation plan which would (1) identify a basis for identification of products, (2) identify expressed local needs, (3) a process of matching needs with available products, and (4) determine to what extent the products installed have met the identified needs.

This observation merely points to a next stage of evaluation effort since both the proven products distribution system has been developed concurrently with the development of a needs assessment system. It is in

the merger of those two processes that evaluation could play a key role in the coming year. This effort could establish a validation procedure for an information planning and display system which would interface with the Texas Information Service Project as a coordinated effort aimed at maximizing the available resources.

Performance or Competency-Based Teacher Education Components. Five institutions have been engaged in developing competency or performance-based teacher education programs since 1970-71. They are the five original applicants for Training Teachers of Teachers (TTT) grants under the Education Professions Development Act. The University of Houston, Dallas Independent School District, the University of Texas at El Paso, Texas Christian University and West Texas State University have each developed programs and have field tested their individual models with samples of students matriculating in their institutions during the past three years.

Perhaps the single most important outcome has been the evidence of change within the colleges as a result of their developmental efforts. Each institution has devoted large scale efforts to development, their students have confronted scheduling difficulties and interrupted routines, and the developmental efforts have been undertaken along side the traditional program offerings. In many instances both faculty and students have been forced to make choices between competing programs each of which had its own time demands.

Unfortunately, this report cannot document the important improvements in each institution, but it would be an injustice to overlook changes which are evident to the most casual observer in each of these institutions as a direct result of involvement in developing competency or performance based programs.

A separate description of each institution's program is provided in the following text. There are many details which have been omitted, and it is evident that each institution would be worthy of a separate document. Since this report is purposefully an overview, it is also limited in that the significant contribution of each separate center remains to be explicated. A more comprehensive report of component accomplishments will be provided in a final report of the Texas Teacher Center Project to be submitted in July of 1973.

General Findings

It is possible from site review, interviews, and document reviews to report the following findings:

- (1) Some form of competency/performance based teacher education is operational in each of the five sites.
- (2) Specific modules and training materials have been developed in four of the five sites.
- (3) Advisory boards have been organized at each site, but their input has been relatively limited to a minimal program discussion format.
- (4) Two and three groups of undergraduate students have been put through the program at the four universities, and Dallas Independent School District has coordinated both in-service and pre-service clinical training for large numbers of students through their teacher training complex.
- (5) Limited inter-institutional cooperation is evident in each of the five sites among local school districts, educational service centers, universities, community, and the organized

teaching profession. Variations of cooperative patterns exist at each site between the different institutions.

- (6) A total of eleven change agents have recieved one year of training at the competency based teacher education sites and have returned to their parent institutions to establish competency based programs in their parent institutions.
- (7) Each competency based teacher training program site has also served as an organizational center for the establishment of lighthouse teacher centers.

The University of Houston Teacher Center

The University of Houston Teacher Center grew out of the TTT project based within the College of Education of the University. Although the University had primary responsibility for the project, several other institutions provided input in terms of both facilities and personnel. The Houston ISD designated six schools as clinic sites for the TTT project staff to work regularly in. Activities carried out in the schools included interviewing, counseling, teaching, and becoming involved in the problems and training potential of crossover teaching. In 1972-73, three additional elementary schools were added as student teaching sites. Community councils were organized in each of the clinic schools to assist in establishing a more comprehensive identification of specific community needs. Teachers from the six clinic schools and the Houston Teachers' Association were utilized by project staff to aid in the formulation and development of a competency based program for prospective teachers. The Region IV Education Service Center provided media and electronic data processing as well as consultative services. The ESC was also responsible for coordinating the efforts beyond the Houston ISD to provide needed rural representation in program development. In addition to these resources, the Research and Development Center for Teacher Education at the University of Texas in Austin assisted in a program of personal assessment feedback for both prospective teacher trainees and also for the project staff.

Teacher trainees in the University of Houston Project participate in a retreat with the faculty during the first week of the program. During this retreat, student teams are built, and video-taped lessons are taught and critiqued by the faculty and members of the student teams. All students are enrolled at this time in a six-semester hour instructional unit covering topics in Foundations of Education and in Curriculum and Instruction. A six-week Career Decision Experience is also provided to enable students to determine if teaching is a suitable profession for them. If that determination is affirmed, then a decision of whether to work in an elementary or secondary level is considered. (The teacher trainees then complete their training through a series of instructional modules which interface in a total program fabric with internship as the integrating element for judging success.)

A participating model combined with personal assessment feedback is used to retrain teacher trainees and trainers of teacher trainers.

In addition to providing training for two change agents (Bill Orman of Prairie View A & M, and Juan Solis of Pan American University), the Houston project currently has 64 teacher trainees from the University of Houston. Plans are being formulated to expand the program to include participation by additional students and faculty. The Houston project has also produced a variety of materials for the development of CBTE programs. Seventy (70) original modules have been developed including slide-tape presentations, films, and written material. In

addition, commercially developed modular materials have been field tested by the teacher trainees.

Two of the most important products of the Houston project have been the development of a module on writing instructional modules which have been used by other colleges and universities developing CBTE programs, and the development of the Houston Needs Assessment System. The Houston Needs Assessment System provides instruments and a process by which members of a professional staff can assess their own competencies and use this analysis as a basis for formulating an in-service training program that can be tailored to the specific needs of that staff. An analysis such as the one described could be used to provide schools with information that enables them to develop program activities and priorities that demonstrate a direct relationship between identified causes and proposed solutions. The system also allows for input from and impact upon the various sub-systems related to an educational system--community groups, professional educators and educational institutions, students, teachers, etc. It can be a means of discovering strengths as well as weaknesses in a program, and thus provides valuable insight into avenues of improving programs. The Houston Needs Assessment System is discussed in more detail in another section of this report.

A major thrust of the Houston project has been toward the re-training of teachers (and the training of prospective teachers) who would be working in crossover teaching situations. To this end, crossover institutes were held in black studies and brown studies in the

summer of 1971.

Program

The curricular organization of the Houston project is centered around the development of demonstrated levels of adequate performance on thirty-three teacher competencies which are grouped into three categories. The first category considers the basic technical and professional skills a teacher needs to plan and implement an instructional program. It includes such areas as diagnosis of individual student needs, classroom grouping of students on the basis of their needs and organization of resources for effective instruction, identification and definition of goals and objectives appropriate to students' needs, organization of instruction around these goals and objectives (both long-range and short-term), and evaluation of a student's performance following work with students.

The second category of teacher competencies is aimed at the interactions that occur between teachers and students. These interactions include not only patterns of communication and instruction, but also classroom management strategies, interpersonal interaction (self-concept, cultural awareness, sensitivity to needs and feelings of others), and evaluation of student progress toward the desired goals and objectives.

The third category of teacher competencies is concerned with the teacher as a professional person. Competencies in this category stress

self-improvement actions and effective interactions with colleagues, parents, and the community.

A learning module composed of specific objectives, activities, and assessment of performance is used in place of traditional courses as the instructional unit in the program. These modules cover a wide range of topics such as the writing of behavioral objectives, social-cultural influences on students, strategies for measurement and evaluation of student performance, school law, and educational philosophy. Modules are scheduled to correspond to the three "levels" of teacher competencies outlined. While cognitive awareness is considered important, major emphasis in the demonstration of a competency is on performance and consequences--what a teacher can do and what he can accomplish.

The Texas Christian University Component

Organization

Teacher education at TCU is under the supervision of the Vice Chancellor for Academic Affairs. University coordination and administrative responsibilities for teacher education at TCU are assigned to the University Director of Teacher Education and Dean of the School of Education, Dr. Herbert LaGrone. Dean LaGrone also serves as director of the TCU TTT component.

Policy development and program approval within TCU are assigned to the University-wide Committee on Teacher Education. The Committee represents nearly all program areas, and its membership is recommended to the Chancellor by the Faculty Senate.

The TCU project is assigned to the Center for the Study of Instruction. The Director of the Center, Dr. James G. Lipe, is also Associate Director of the TCU Project. Two Change Agents, Dr. Janet McGill of Dallas Baptist College, and Miss Pat Mattingly of Austin College, were also assigned to the Center for change agent training. Both have returned to their home areas sending institutions to begin new teacher centers. TCU faculty assigned to the Center half-time or more are designated project development staff. Faculty with less than half-time assignments at the Center are designated support staff. In addition, the TTT Project draws support from the Fort Worth Independent School District, Teacher Corps Team Leaders, and the TCU Teacher Corps Director, Dr. Leslie Evans. Dr. Evans also assigned a graduate assistant to the project.

In addition to the above structure, a Community Advisory Review Council was established. This Committee is composed of representatives from community groups in the Dallas-Fort Worth area.

In addition to the advisory council, a Steering Committee composed of representatives from the TCU University Committee on Teacher Education, Bishop College Committee on Teacher Education, and the Community Council was authorized to assist the project director in policy formation and evaluation. Composition and reports of this committee's efforts have not been delineated in later reports.

The primary goal of the TTT project at TCU was the development of a performance-based model of pre-service teacher training. To this end, a four-stage plan of pre-service training was developed for undergraduate education students at TCU, and the first group of teacher trainees began the first phase of the new program in September of 1971. They are scheduled to complete the program in June of 1973.

Program

Content. The TCU Component provides the conceptual framework for a performance-based teacher education program, and for accountability in education. The program is centered around the fundamental postulate that, "Professional action is rational action." The effects of this basic postulate are that the intended actions must be justified either logically or empirically, and that accountability must also be established for the results that occur. The conditions of rational action require (1) specified goals or objectives, (2) formulation of a set of procedures to attain these objectives, (3) justification for the

choice of procedures, and (4) specification of the evidence by which the degree of the attainment of those objectives can be measured.

Further definition of the above postulate is delineated by the emphasis in the TCU Component on the three definitional bases of teaching as a profession. The first base, the pragmatic base, considers the unique services that teachers and education offer to society. If the profession develops in such a way that it can no longer provide the service to the society or if the members of the society feel that non-professionals can provide an equal service, then the profession can be said to have lost its pragmatic basis. The teacher's service to the members of society (his clients) is to help them move continually toward more "desirable states" with respect to the model of the "educated man."

The conceptual base of a profession provides the information or knowledge base from which the professional (i. e., the teacher) operates in providing service to his clients (i. e., the members of society). In order to help his clients, the professional tries to attain and effectively use the knowledge, skills, and techniques that will enable him to perform his service and satisfy his obligation to his client. This last statement ties the conceptual base of a profession to the axiological assumption of a profession; the axiological base is concerned with the values and ethical norms of the profession and the society in which that profession is practiced. The two value systems, the profession and the society which it serves, must be consistent. In a general sense, the axiological base of the profession underscores the obligations of the profession to the society which it purports to serve.

Curricular organization of the TCU program centers around a conceptual map of classes of professional teaching actions. The competent professional is then characterized as one who has maintained a consistently adequate performance over all classes of action that are related to the service rendered to the client.

Two operational levels of teaching actions are postulated. Formulative operations include activities such as developing professional values, building objectives, devising strategies, or interacting with a pupil. Regulative operations include evaluative or assessment activities on the formulative operations.

Three levels of teaching action are set forth. The foundational level is concerned with articulating the bases of a teacher's actions (axiological, pragmatic or conceptual). The planning level is grounded in the foundational level, and serves as a guide to govern activity at the interactive level. Activities in this level deal with the specification of objectives of instruction for pupils, formulation of sets of procedures to achieve these objectives, descriptions of pupil states, construction of evaluative means, etc. The third level of teaching action, the interactive level consists of implementation of the actions specified at the planning level. The interactive level typically involves teacher-pupil interaction.

In addition, two action states are interactive with the three levels of teaching action. The initial state denotes the "action state" of a teacher at a given occasion. It assumes an emphasis on both the

dynamic character of a professional and the obligation of a professional to improve his performance. The successor state results when the professional performs an evaluation of and modifies the initial state. The success or state becomes the new initial state and thus assumes a continual process of improvement of professional activity. The action states could be characterized as the evaluation and improvement aspects of each level of teaching action.

This conceptual map of classes of professional action, the levels of teaching action, the operational levels of implementation, and the evaluation and assessment activities of the action states comprise the substance of the TCU program. These levels of interactive action are then translated into a series of tasks in each dimension as course objectives for a new program of pre-service teacher training.

Process. Emphasis in the instructional program at TCU is on a systems model for design of instruction. Teacher trainers are to be trained in one or more of the systems models for design of instruction. (Models - Briggs, Dick's, and Lipe's) Instructional tasks for the pre-service program will be framed in a modular construction to facilitate individualization of instruction. Each module will provide the following information for the student: (1) purpose, (2) prerequisite, performance objectives, (3) sample test situation, and (4) resources.

The TCU TTT Project formulated a participating model of teacher education for the in-service training of teacher trainers. This same

model was also to be used to retrain trainers of teacher trainers. The decision to use such a model was based on the rationale that participation by teacher trainers and trainers of teacher trainers in the formulation of a performance-based model of pre-service teacher training instituted adequate retraining toward the goal of performance-based criteria.

A cooperative linkage is described with the advanced technology laboratory, a computer-controlled multi-sensory (media) instructional system. It will provide the teacher trainer an opportunity to participate in on-going research on instruction. It will also provide the teacher trainee with a controlled environment in which he can design and implement his own instructional program, making his own operational decisions. He can test, modify and retest his system, and examine the worth of his modifications.

A second setting for the project, the encounter laboratory, affords teacher trainees the opportunity to work with children, other teacher trainees, and teacher trainers. Audio and video taping equipment is available for the teacher trainee to use in analyzing his own behavior as well as the behavior of others in interpersonal relations.

Finally, the teacher trainee will be able to work in a real school setting with school based teacher trainers. Here he can explore a variety of teacher-learner situations.

In summary, if a member of a profession is to be held responsible or accountable for his actions, then such responsibility

will have to be tempered by the power of the conceptual base of the profession. It does not make sense to hold someone accountable for that which he cannot perform. It is therefore necessary for the members of a profession to develop a conceptual base that will be adequate in providing the skills and techniques needed to perform the actions entailed by the axiological statement of the profession (i.e., its stated promise to the members of the society it serves). To fail in this task is to lose the pragmatic base of the profession, since the profession is then no longer able to provide a unique service.

The West Texas State University

Organization

The West Texas State University TTT Component is composed of representatives from the public schools and communities, West Texas State University, and the PESO Education Service Center. The Executive Committee, which is responsible for planning and policy formation is comprised of the component director (who serves as executive officer of the committee), two members from the WTSU interdisciplinary Teacher Education Unit (one from academic disciplines and one from the professional education staff, the dean of the College of Arts and Sciences at WTSU, the Executive Director and one member of the Board of Directors (a layman) of the PESO Education Service Center, representatives from the Superintendents of Amarillo and Canyon Independent School Districts, and two member of the Community Council. (The Community Council represents minority groups in Amarillo and Canyon, and is comprised of leaders from these groups in the Amarillo and Canyon communities.) Added to the Executive Committee in the 1971-72 project year were representatives of professional teacher organizations, business and industry, and the community college.

The TTT Component Staff is composed of an administrative team and four instructional teams, two at the elementary and two at the secondary level at various stages of the curriculum development program. (The administrative team is composed of representatives of the instructional staff, the Component Director, the Learning

Center Coordinator, and the Project Counselor, and has the responsibility of developing policies and procedures for the daily operation of the program.) The instructional teams include representatives from minority groups, the faculty from the academic disciplines and the School of Teacher Education at West Texas State University, the PESO Education Service Center staff, and the faculties and administrative staff of the Amarillo and Canyon public school systems. These instructional teams function mainly as trainers of teacher trainers, but they also have responsibility for conducting a curriculum development program. Each instructional team works directly with the Community Council.

Resources and Program Development

The West Texas State University utilizes not only the classroom and office facilities of the university setting, but also has access to two media centers - one at West Texas State University, the other at the PESO Education Service Center. In addition, four elementary, two junior high, and two high schools with a high concentration of minority group students in the Amarillo area are used as real school settings for pre-service teacher trainees. Finally, faculty of the College of Arts and Sciences works with the TTT Component in Academic Study Clusters to provide input from their academic areas. For example, math faculty members would be available as resource personnel when performance-based instructional modules suitable

for the preparation of a secondary level mathematics teacher are being developed.

In 1970-71 the emphasis of the West Texas State University TTT was on developing an outline of teacher competencies and structuring performance-based materials around the competencies. The outgrowth of these efforts was a three phased approach to improving teaching skills. In Phase One, students receive 40 hours of human relations training in a laboratory setting. The objectives of this training are (a) to acquaint the teacher trainee with the importance of human relations skills in teaching, (b) to provide the teacher trainee with exposure to the kinds of interpersonal problems which arise with pupils, parents, and fellow teachers within the school setting, and (c) to supply the teacher trainee with a clearer understanding of the flexible line separating personal and professional behavior. The Phase One students also progressed through eight I-Pacs (Individualized Learning Packets) which dealt with such topics as child development, learning theory, ethnic awareness, classroom awareness, and educational media. In Phase II, the emphasis was on diagnostic, prescriptive and developmental skills. Most instruction in this phase is highly individualized and self-paced. Elementary students in Phase II have 19 I-Pacs incorporating instructional approaches to the teaching of elementary math, science, and social studies. Secondary students have 14 I-Pacs in Phase II.

Phase III will include an individualized performance-based program for both elementary and secondary teacher trainees.

Elementary teacher trainees will have an I-Pac program focused on instructional approaches in the teaching of reading and language arts. Secondary students will have an I-Pac program emphasizing instructional approaches their particular teaching field concentration. After completion of the I-Pac program, teacher trainees will begin a student teaching experience in a real school setting. Students will remain in this portion of the program until they accomplish a certain level of proficiency on teaching competencies.

The training of teacher trainees and the re-training of trainers of teacher trainers appears to make use of both outside consult resources and a participating model which the teacher trainers and the trainers of teacher trainers are engaged in developing PBTE modules and materials for pre-service trainees. Then two groups (hereafter referred to as TT for teacher trainers and TTT for trainers of teacher trainers) also receive information about the nature and needs of children in minority groups and how to work with parents of minority group children. Emphasis is also placed on pupil appraisal skills, diagnosing learning disabilities, prescriptive writing and evaluation skills (accountability). A systems approach is emphasized, and the assessment of performance is based on the clarity of the performance objectives. Both the TTT staffs and all other groups involved with the West Texas State University Component are utilized in this part of the TTT project.

Evaluation

The Provus Evaluation System has been designated as a means

to assess performance in the West Texas State University TTT Component. Evaluation consultants provided by the State Department TTT Component are to be used to continuously improve the forms of the Provus system, and independent auditors are to be used to evaluate the Component program in terms of the Provus forms. In addition, a research committee has been appointed to design a long-term impact study of the Component.

Products

Primary outcomes of the West Texas State University Component have been (1) the identification of areas of teacher competencies, (2) the development of 34 performance-based individualized learning packets based on the identified areas of teacher competencies, (3) the development of a human relations training program and the implementation of this program into the PBTE program for teacher trainees, (4) the training of two change agents from Lamar University and Abilene Christian College who have returned to their home areas to begin development of a teacher center program, (5) the selection and training of project teachers who in turn are carrying out project objectives, (6) the carrying out of activities in the public schools represented by the personnel in activity (5), (7) the training of 62 junior level teacher education majors in a PBTE program, (9) selection of a research committee to design a long-term impact study in terms of product referenced criteria and (10) development of the Teacher Education Center as a functioning and

operational vehicle for pre-service teacher training, training of teacher trainers, and retraining of trainers of teacher trainers.

El Paso TTT Component

The University of Texas at El Paso TTT Component was established to design and implement an innovative program of teacher education for trainees who will work in middle school settings with 6th, 7th, and 8th grade Mexican-American children. A participating model was used as the basis for modification of current educator behaviors. It was felt that the involvement of university and public school educators working together to develop, implement, and evaluate a teacher education model for training teachers who work with the impact population (6th, 7th, and 8th grade Mexican-American children) provided sufficient retraining toward the goal of performance-based teacher education.

The teacher education program for undergraduate teacher trainees is organized around five clusters:

- (1) Socio-cultural: includes sociological, economic, cultural, political and other theoretical concepts that influence the education of Mexican-Americans.
- (2) Psycho-personal: includes the theoretical constructs a teacher needs to understand himself, others, and the learning processes as proposed by learning theorists.
- (3) Professional-technical: involves understanding the "mechanics" of teaching and the development of a personal and creative style of teaching.

(4) Field experiences: includes working in the El Paso ISD with students, parents, and other faculty.

(5) Seminars (for interns): allow an opportunity to verbalize experiences, bringing together theory and active experience.

A number of instructional modules are being developed for each cluster. The socio-cultural, psycho-personal, and professional-technical clusters are designated as the three core curricula, but interns are expected to complete a certain number of modules in each cluster and show proficiency in the behaviors identified with each cluster before being recommended for certification. To help accomplish this goal of proficiency in the identified behaviors, learning laboratories have been developed in the professional-technical and psycho-personal cores, and another learning laboratory in the socio-cultural area is being planned. Experiences in the modules for the three cores break down in the following manner:

(1) 20 hours in psycho-personal experiences in the first three semesters of the program.

(2) 50 hours in socio-cultural experiences spread over four semesters.

(3) 50 hours in professional technical experiences over four semesters.

In addition, prospective teachers are also provided with experiences that enable them to become acclimated to school policies, school plant,

auxiliary agencies, the serving community and duties and functions of the teachers.

The organizational framework of the El Paso TTT Component designates a coordinator for each cluster. Other special personnel from the UTEP faculty and student body, Region XIX Education Service Center, the El Paso ISD, the Yaleta ISD, and Consortium F also provide substantive input into the component in such areas as collection and assessment of data, development of programmatic goals and instructional modules, field testing of the instructional modules, and evaluation and dissemination of efforts.

In addition to the training of a change agent from our Lady of the Lake College in San Antonio, the UTEP component has provided training for 40-50 teacher trainees who will complete certification requirements in June, 1972. Three tuition-free courses allowed 30 teacher trainers to gain experience in module learning. An in-service training program for an additional 30 teacher trainees is being planned. In addition, approximately 100 cooperating teachers were exposed to the goals of performance-based teacher education.

A primary product of the UTEP component has been a clarification of exactly who comprises the impact population. Considerable attention was given to specifying the uniqueness of the Mexican-American student--his

behaviors, his feelings, his desires, his aspirations. This information has provided valuable insight for prospective teachers who would be working with the impact population.

The Dallas Teacher Training Complex

School districts easily remain passive or silent partners in most teacher education programs while universities bear most of the active responsibility for development and supervision. Dallas Independent School District has taken a much more positive role than traditional school districts. The Dallas Teacher Training Complex is one of the pilot TTT training sites. This project was originally funded through an Education Professions Development Act grant through Oklahoma State University. In 1971, the Dallas Teacher Training Complex was added to the Texas Performance Based Teacher Education Component TTT Proposal. Unlike the other four sites which were centered in universities, the Dallas site is a local school district pilot with cooperative linkages to six cooperating colleges and universities. This model was patterned after B. O. Smith's approach which was explicated in Teachers for the Real World.

Both pre-service and in-service teacher education are coordinated through the Dallas Teacher Center Project. Colleges and universities place over 1,000 pre-service undergraduate teachers in the Dallas schools each year for their clinical internship. In addition, the school district believes that teacher education is continuous. Therefore, pre-service

programs form a foundation upon which the in-service programs are developed by the school district. The Teacher Center sites provide a setting for interactions to occur between both programs.

Dallas Independent School District is divided into four administrative regions along geographic divisions of the city. Each subdivision is called an area, and within each area a teacher training center is designated. The center serves either an elementary cluster of schools feeding a single high school or as a secondary school teacher education center.

Leadership in the Dallas Teacher Education Center project is provided through the Dallas Independent School District, but representatives from the school district, area universities, professional associations, and the community formulate an advisory and policy making council. The center has a director, an assistant director and coordinators for student teaching, secondary centers, and staff development, all employees of the Dallas Independent School District.

Supported by local, state and federal funds, the center has as a primary concern the development of new models for the continuous training of teachers of the disadvantaged. To this end, area teacher centers have been designated in four elementary schools. These area centers each have a cooperating university, and one or more portal schools (sister schools) as well as the center site. North Texas State University has a teacher

center at H. W. Longfellow Elementary and two portal schools at F. P. Caillet Elementary and Priscilla L. Tyler Elementary.

East Texas State University has a teacher center at Ascher Silberstein Elementary School and two portal schools at William M. Anderson and Charles Rice Elementary Schools. Bishop College has a teacher center at H. S. Thompson Elementary School and a portal school at B. F. Darrell Community Learning Center. Dallas Baptist College has a teacher center at Birdie Alexander Elementary School and portal schools at Adelle Turner Elementary School and T. D. Marshall Community Learning Center. Southern Methodist University and Texas Woman's University cooperatively utilize the Dunbar Learning Lab, which is the demonstration lab on the campus of Dallas Independent School District's prototype school, Dunbar Community Learning Center. Portal schools for SMU are James B. Banham Elementary School and William B. Travis Elementary School. Portal school for TWU is Oran M. Roberts Elementary School. These Area Elementary Teacher Centers are operational for training functions for supervisory teachers of pre-service teacher trainees.

Coordinators in each of these centers are representatives from each of the above universities, but they are employed halftime by the Dallas Independent School District. They work on site in the school district to supervise student teachers and to coordinate activities involving both student teachers and supervising teachers.

Each elementary school within the Teacher Center Project has a district coordinator, a university coordinator, two resource teachers, and a secretary/human relations specialist. Each site also has a resource teacher for staff development to work specifically on teacher improvement programs in that particular section of the school district.

Resource teachers at each site plan and implement workshops for specific needs, inform area schools of teacher center services and materials, provide instructional procedures and materials for retraining selected teachers, and generally assist the university and district coordinators in the pre-service programs. The resource teachers also provide multi-cultural assistance and instruction to develop skills associated with the learning task, the behavior of the learner, and the behavior of the teacher.

Twenty-one teaching learning teams comprised of college faculty, experienced classroom teachers, first or second year teachers, student teachers, teacher aides, Texas Education staff members, and community citizens were formed to develop new models for the continuous training of teaching personnel. These teams were also charged with the responsibility for creating new approaches to teaching and learning and developing protocol materials to make this possible. Since a major thrust of the Dallas Teacher Center Project is to increase the skills of teachers of the

disadvantaged, teams were organized in the following areas applicable to the disadvantages: early childhood education (ages 3-8 years), bilingual education, special education, science, mathematics, social science, and reading. These teams are working to develop and implement training modules that focus on specific areas of concern for teacher trainees (i.e., nature and needs of disadvantaged youth, individualizing instruction, differentiated staffing, accountability, development of performance objectives, models, and assessment strategies, psychology of learning, etc.). As the teams become involved in the process of developing performance-based training modules, they will also begin to develop and prepare materials for training personnel in the specific skills of effective communication and teaching strategies. It is expected that the involvement of the teams in developing materials and strategies will itself provide effective training of educational personnel who have been teacher trainers and trainers of teacher trainers. As new modules and protocol materials are developed by one team, they are field-tested by another team and modifications made if necessary.

Training programs for pre-service teachers are developed in the area centers by the center staff and the cooperating university staff. For these programs, activities are centered around the major thrusts of the Teacher Center Project. These thrusts are: (1) team teaching,

(2) decision making, (3) individualization of instruction, (4) home-school communications, (5) self-improvement processes, (6) multi-age grouping, (7) career and social education, and (8) early childhood education. Actual training activities to provide pre-service teachers with the needed skills for adequate performance in these areas are selected from a number of programs developed or adapted by the Dallas Teacher Center staff members.

Chapter III

THREE SIGNIFICANT PROJECT OUTCOMES

- 1. Change Agents**
- 2. Houston Needs Assessment System**
- 3. Teacher Center**

THREE SIGNIFICANT PROJECT OUTCOMES

Although each of the project components has many identifiable accomplishments which serve as both enabling and terminal attestations of the project's accomplishments, there are three project developments which deserve special treatment because they are either well developed enabling achievements or, as in the case of teacher centers, this development represents an emergent terminal goal of the project.

The three outcomes of the project chosen for special emphasis in this chapter are (1) the change agents, (2) the Houston Needs Assessment System, and (3) a concept development of the teacher center as recognized by the project.

Change agents have enabled the Texas Teacher Center Project to establish eleven satellite teacher center organizations as products of the original five teacher centers organized under the competency-based teacher education component. Change agents in the project sense are specialists in organizational and project management skills. They operate as facilitators and as resource personnel in much the same manner as that conceived of in educational extension agent literature.

Their story, while told only briefly, is a remarkable testimony to each person's initiative, dedication, and personal resourcefulness. They

have provided an extension of the Texas Teacher Center concept, and the multiplier effect is demonstrable through their ability to develop centers in each of their parent institutions. Only one individual is no longer at his parent institution, and he has accepted a position as dean of the College of Education, a new college.

The Houston Needs Assessment System has demonstrated a feasible method of collection and reporting perceived school needs. Although studies of validity and utility are still to be conducted, it is possible to use the system in its current stage of development for limited kinds of staff development.

Perhaps the clearest single terminal goal of the Texas Teacher Center Project is to develop a network of operational teacher centers throughout the state. Their chief function would be to serve as (1) teacher education program development and implementation agencies, (2) product installation agencies, and (3) cooperative planning agencies for educational improvement.

Since development of the Teacher Center concept has been associated with several legislative and regulatory acts, a clarification of those developments is reported. In addition, the current definition of teacher center as used to define Texas Teacher Center Project affiliation is reported, and a proposed set of criteria are provided for a modified version of the criteria will be used in the coming year as a basis for allocating project resources.

The Change Agent Story.

One of the original components of the TTT Project was a commitment by several of the component institutions to offer change agent training for personnel from other universities in the state. It was understood that following the year of change agent training at the host institution, the designated change agent would return to his parent institution to take local leadership in establishing satellite teacher centers.

Data in the chart on the following page shows three years of that effort and some of the effects that the program has had. Three change agents were trained in 1970-71 and were instrumental in developing satellite teacher centers. In 1971-72, eight additional change agents were trained under this program and have returned to their parent institutions to establish eight additional satellite teacher centers. One additional change agent was so designated because of his unusual experience and training, and he has been able to establish a teacher center in Austin, Texas.

No new trainees were added in the current year due to funding limitations, but the salaries of the current group of change agents is part of the Texas Teacher Center Project's developmental support provided in the assistance to new satellite teacher centers.

One of the change agents was recently designated dean of education at a new college in Tyler, Texas. His new position will permit him to assist

in the progress that the teacher center in that region needs.

Funding of this concept has, in many respects, more than accomplished the original intended purpose. During the follow-up year each change agent has been given additional management and evaluation training, which further enhances the potential of their parent organization.

TRAINING AND EFFECT

SENDING INSTITUTION	1970 - 1971	1971 - 1972	1972 - 1973
Dallas Baptist College	Janet McGill attended TCU	Returned to Dallas Baptist College	
Austin College	Pat Mattingly attended TCU	Returned to Austin College	
Prairie View A&M	William Orman attended University of Houston	Returned to Prairie View A&M	
Texas A and I		Robert Cox attended Dallas Independent School District	Returned to Texas A and I then became Dean at Tyler
Texas Tech		Elmer Ellis attended Dallas Independent School District	Returned to Texas Tech
Lamar Tech		James Lane attended TCU	Returned to Lamar Tech
Abilene Christian		Chantrey Pritts attended West Texas State University	Returned to Abilene Christian
Southwest Texas State		Joe Moore attended West Texas State University	Returned to Southwest Texas State
Our Lady of the Lake		Sister Virginia Clare Duncan attended University of Texas at El Paso	Returned to Our Lady of the Lake and co-operated with San Antonio Teacher Center
Pan American University		Juan Solis attended Houston	Returned to Pan American University
Stephen F. Austin State College		Newel Holland attended TCU	Region VII Service Center; Kilgore, Texas

The Houston Needs Assessment Model

In 1971-72, the University of Houston was awarded a grant from the Texas Educational Renewal Center to develop a needs assessment system which could be used to determine local priorities for educational improvement programs. The plan called for development of a system which made use of inquiries from students, teachers, and community groups regarding their perceived needs for change.

During 1971-72, a prototype needs assessment model was developed by the University of Houston, and it was designed for use within a "pyramid of schools" consisting of a senior high school plus its feeder junior high schools, middle schools, and elementary schools. The needs assessment system is explained in detail in a document called the Houston Needs Assessment System published in January of 1973 by the University of Houston.

A ten-phase process is outlined in operating the needs assessment model developed by the University of Houston. The stages of the model are listed below:

1. Make commitment by a local teacher center to conduct a needs assessment.
2. Designate project coordinator, target schools, and needs assessment steering committee.

3. Conduct training for local needs assessment steering committee.
4. Programmatic needs are assessed and perceived priorities are identified.
5. Identify outcomes of existing educational programs.
6. Compare data on perceived needs with current outcomes to identify new program priorities.
7. Identify teacher competencies which need strengthening.
8. Relate teacher competencies with identified program priorities.
9. Present data to decision makers and community referent groups.
10. Plan for continuous, regenerative assessment of educational needs.

Instrumentation.

Two instruments are used in this model. They are (1) the Response Array Priority Perception instrument (RAPP) and the Teacher Competencies Analysis Forms. Additional instruments are used to augment the two mentioned above as necessary to determine the outcomes of existing educational programs.

Briefly, the Response Array Priority Perception instrument asks the respondent to match twenty program objectives within categories (i. e., reading, health, etc.) against a crosswalk matrix of nine program thrusts (i. e., knowledge, analysis, valuing, creativity, etc.). Four forms have been developed for different age levels.

Responses to the RAPP are then classified and sorted by high and low priority classifications and by respondent groups of teachers, students, and community. One is then able to compute congruence and discrepancy rankings among groups. Presently, the system plots profiles of responses by referent group.

Thirty-three major teacher competencies have been identified and a response sheet asks the teacher to rate herself on a one to nine scale from adequate competence to high competence. Then, the teacher is asked to rank the items he or she thinks would be desirable to master if in-service training were available in the designated area. This is believed by the developer to yield an index of change from current status to desired status of competence.

During the 1972-73 academic year, six such studies were conducted in the following communities: Dallas, Fort Worth, Houston, San Antonio, Cypress-Fairbanks, and Hereford. The field test included 47 schools in six pyramids.

Data collection has been completed and returned for processing in five of six districts. A brief review of the analysis which has just been completed in three districts is provided below. The districts are designated A, B, and C to mask the identifiable groups until the data have been reported and discussed within the districts. Sources of the basic data are referred to in Appendix A.

Table
Five Competencies Most Desired
by Teachers for Improvement

District		A	B	C
FIVE SKILLS RANKED AS MOST DESIROUS	Rank			
	1	Individualize Instruction	Give clear directions	Group students on basis of data
	2	Build student self-concept	Identify student misconceptions	Ask higher order questions
	3	Employ Instructional Strategies	React sensitively to needs of others	Employ instructional strategies
	4	Ask higher order questions	Respond to student coping	Use and interpret standardized tests
	5	Use positive reinforcement	Build student self concept	Respond to student coping behavior

Analysis of the data presented in the table above indicates that although there are four items shared in common by two communities, there is no single item which is common to all three communities. Assuming that the procedures are valid, and this assumption needs to be tested, it would appear that educational needs as perceived by communities in the same state vary sufficiently to warrant the necessity for developing local programs based on the needs of local communities.

A further test of this hypothesis can be made by using the parent response data and comparing parents' perceived needs with that of teachers and likewise a three-way comparison could be made using student data. This was done with the program data only. Perceived programmatic improvement needs are presented in the table which follows.

Five Highest Priority Rankings of Student Needs
as Perceived by Teachers, Parents, and Students

Group	Rank	Community		
		A	B	C
Teacher	1	Ecology Ed	Music	Music
	2	Speech & Drama	Drug Ed	Art
	3	Reading	Art	Business Ed
	4	Sex Education	Foreign Lang.	Foreign Lang.
	5	Drug Ed	Physical Ed	Literature
Parent	1	Speech & Drama	Business Ed	Music
	2	Music	Music	Art
	3	Drug Ed	Art	Speech & Drama
	4	Art	Physical Ed	Ecology Ed
	5	Sex Ed	Foreign Lang.	Foreign Lang.
Student	1	Sex Ed	Music	Music
	2	Ecology	Literature	Health & Safety
	3	Drug Ed	Foreign Lang.	Art
	4	Social Studies	Reading	Literature
	5	Health & Safety	Sex Ed	Sex Ed

In Community A, analysis of the group responses to courses most needing improvement shows there is total agreement among teachers, parents, and students on two courses; namely, sex education and drug education. Teachers and parents agreed that speech and drama needed improvement while teachers and students agreed that ecology education needed improvement. Given this information, it should be helpful to school and community planning groups to determine their approach to fulfilling these identified needs which will be done later in the spring.

Community B also had total agreement about the need for improvement of music education and the need to improve foreign language teaching. Both adult groups further indicated a need to improve art education and physical education offerings. These findings are different from the needs identified in Community A, showing a pattern of community variation.

The third Community, C, identified music education, as did B, as needing improvement along with art education. Agreement was shared on those two items among the three respondent groups. Both parents and teachers also agreed that foreign language instruction needed improvement and the teachers and students agreed that literature instruction required improvement.

Any number of interpretations can be made concerning these data. They most clearly indicate variations between communities. Within community variation would also indicate an individual school requirement for needs assessment and program planning. As a preliminary effort one must exercise caution in over generalizing for at least two reasons. Data dealing

with perceived needs are known to vary markedly over short periods of time. Political polling firms are very familiar with changes in voter preferences in one day.

It is imperative, therefore, to link this kind of information to a further kind of data which shows how well students actually perform in the programs indicated and how many are currently exposed versus performance and exposure to courses not chosen.

Furthermore, there is an implicit assumption that once needs have been identified, there will be subsequent plans to initiate such improvements. There is little evidence at the present time to indicate that the schools involved have the necessary resources and strategies available to mount large scale improvement programs. The TCIES plans for teacher centers could be used to augment local efforts through their communications linkage and through the proven products distribution network, but there is not a clear support mandate available on a statewide basis at the present time.

Another approach to the solution of general improvement would be to develop the potential for TCIES to continue supporting development and lighthouse activities and to transfer proven systems to existing or new statewide institutions. For example, it would be possible to transfer the needs assessment systems operation to (1) public schools, (2) Education Service Center Regions, or (3) to universities for full-scale implementation. This would then permit TCIES to continue in a coordinating

role with respect to improvement and development of reform programs which will always require a flexible highly resourceful organization.

If TCIES must operationalize the full-scale effort of needs assessment on a statewide basis, then a large support structure with sufficient funding provisions will need to be created.

Development of the Teacher Center concept was explicated in detail in Chapter II (pp. 39 - 51), and further mention of that effort in this chapter would prove unnecessarily redundant. But their development is probably the most significant contribution that the Texas Teacher Center Project has made. Hence, reference in this chapter seemed inappropriate.

Chapter IV

SUMMARY OF FINDINGS AND TENTATIVE CONCLUSIONS

SUMMARY OF FINDINGS AND TENTATIVE CONCLUSIONS

Teacher Center Development

1. Teacher Centers in various forms have been established in 25 locations across Texas.
2. Teacher Center Development coincides with other statewide efforts to improve teacher education in Texas.
3. A project related criterion instrument has been developed for future use in determining eligibility for affiliation with project as a teacher center.
4. Variances in teacher center organizational characteristics have not been sufficiently documented to permit a comprehensive analysis of systemic change as a function of the project. Next phases of the evaluation will address this issue.

Competency Based Teacher Education

1. The four university based teacher center components have developed competency based teacher education materials, and each has field tested those materials with matriculating pre-service teachers.
2. The Dallas Teacher Training Complex component has adapted published materials for their pre-service and in-service program and have not developed unique competency based teacher education material for their program.
3. The first graduates of the competency based teacher education program will be completing their baccalaureate programs in June of 1973. A follow-up evaluation study is being designed for those graduates.
4. At least two of the universities which have developed competency based programs will be installing those programs college wide in the fall of 1973.
5. Major segments of the University of Texas at El Paso's competency based teacher education program are devoted to creating teacher competencies based on specific needs of Mexican American students.

Change Agent Education

1. Eleven change agents have participated in a year long program at one of the five competency based teacher education component institutions.
2. All change agents returned to their parent institutions and established local teacher centers; thus, multiplying the effect of the original project by eleven institutions.
3. Change agents serve as educational extension agent resource personnel at their parent institutions. They provide project management training, proposal writing assistance, and they also function as a conduit for product installation and research dissemination services.

Product Installation

1. Ten proven products are currently being installed through teacher centers throughout Texas.
2. A trained group of facilitators will be able to function as distribution resources in a network structure in the coming academic year.
3. Although products are being installed, evaluative data concerning the effects on teachers and students needs to be improved in the coming year.

Needs Assessment

1. The Houston Needs Assessment Model had been developed and proven feasible to administer. Six large communities have participated in its use over the past 15 months.
2. Utility of the model to school clients has not been determined. A study is being designed to make this determination in the near future.
3. Validation of the instrumentation and analysis has not been completed, but is in process of being designed.

National Linkages

1. A series of conferences and dissemination publications have been jointly undertaken by the Texas Teacher Center Project and AACTE.

2. A joint venture between the Texas Teacher Center Project and the Kettering Foundation has permitted field testing of the Individually Guided Education material in Texas.
3. A presentation was made to the Council of Great City Schools concerning the Texas Teacher Center Project.
4. Evaluation through Evaluation Research Center at the University of Virginia also achieves a national perspective.

Management

1. The project adopts a facilitating versus a direction and control management stance.
2. Project management training has been conducted for project participants on several occasions throughout the current year.
3. Evaluation training conferences have been conducted throughout the past year for local teacher center staff members and for development personnel.
4. Criterion on evaluation materials for project participation have been extensively developed.
5. Parity is seen as a means for spreading decision-making involvement across as many persons effected by a decision as possible. Local teacher center boards are broadly representative. The degree of involvement of various personnel has not been documented to date.
6. Funding of special projects has been characterized by an accountability model requiring a project proposal which defines objectives, processes and products. Monitoring of accomplishments has been limited by the small central staff of the project.

Discussion

The current Texas Teacher Center Project is a highly sophisticated operational model of an institutional improvement system. Since the project is actively dynamic, it is difficult to portray the intensity of project momentum in a static document. Many components of the

project change form and thrust, necessarily, more rapidly than they can be documented.

No doubt new models which account for dynamism need to be better developed. It is possible to identify major thrusts of a project such as this and to document selected achievements. It is hoped that the achievements reported herein permit the project to continue its development more meaningfully.

Some careful consideration needs to be given to developing a better method of screening inputs to the project and to the deliberate steps required to institutionalize this project. It is highly probable that as federal resources to support the emphasis of this project abate, that a new institutional setting will be required as a condition of funding support. Inappropriate placement could render the project's potential for continued improvement relatively weak.

One further general observation seems necessary. The findings reported previously indicate how much activity this project has generated. It is likely that in order to continue to be effective, some of the current operational components could be transferred to other organizations who are better equipped to administer large scale routine operations. This process would then free the present project to continue in a dynamic developmental mode of operations.